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ABSTRACT

The activities of the Industrial Campus Project (Ind-Camp), designed by Parkersburg Community College to provide business/industry plant workers with access to educational opportunities directly at the scene of their employment, are described in this report. This final report, covering activity from January to June 1978, describes project objectives which attempt to blend quality teaching with the production-oriented strategies used by industry, with the intent to improve basic and professional skills and the potential for formal lifelong learning, and to link the traditionally separate worlds of education and work. A statement of intended outcomes is included, as well as a financial update and a description of the urban, blue-collar population served. Additionally, staffing arrangements, college and community relationships, specific course activity, and planning/development directions are examined, and the project is evaluated in terms of administration, population, instruction, and impact. An addendum describes and evaluates activities of an extension period from July to December 1978, which was intended to integrate the project into the college structure and the community and insure its continued operation. Over one-half of the summary is comprised of sample project proposal forms, student data sheets, course information and evaluation sheets, and records for each participating corporation. (DR)

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FINAL REPORT

Fund for the Improvement of Postsecondary Education

(FIPSE)

Project

(FY'78 - '79)

JC 790 381

Parkersburg Community College

PREFACE

This report marks the end of the second year of a two-year project funded by the Fund for the Improvement of Postsecondary Education (FIPSE) in collaboration with Parkersburg Community College. The document presents information relating to specific project activity from January to June, 1978, as well as a project summary. Given the unusual constraints of the "winter of 1978" and an extended strike by United Mine Workers -- both of which crippled normal school and work functions in the Ohio Valley area -- the project received an extension period. The description of activity from July to December 1978 and additional project evaluation will be provided in a separate addendum to this report.

The project outcomes have significantly influenced the community college's thinking about and provisions for postsecondary education. While fulfilling its mission at the college, the project has raised more issues for non-traditional education than its design anticipated, issues that will continue to bring about change in institutional policy and programming in the years to come.

The project's impact has also been felt in the community as is evidenced by business and industry's progress toward assessing and responding to the educational needs of their work-force.

Parkersburg Community College and Project staff are grateful to the Fund for its support and guidance over the past three years. The FIPSE grant enabled the college to build new bridges between education and industry and within the community itself.

Amy Suite
Project Director
for year 1978 January 1979

A project update covering the last six months under federal funding from July to December 1978 is included in an addendum to this final report. Within the two years and six months of its existence as a FIPSE project, the Industrial Campus program proved its worth to Parkersburg Community College and the community it serves. With the cessation of the FIPSE grant, Ind-Camp continues to thrive because of enthusiastic institutional support and funding and ever increasing industrial and business participation.

Maria Sutej
Project Director February 1979

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Section I

PROJECT PURPOSE:

ORIGIN AND RATIONALE

The grant from the Fund for the Improvement of Postsecondary Education (FIPSE) to Parkersburg Community College provided business/industry plant workers with an access to educational opportunities not afforded this population before. (See Figure #1) Not only did the grant-funded project aim for "equal educational opportunity" for the community's large industrial population, but it also focused on the quality, mode of teaching, scheduling, and applicability of the educational offerings. The Industrial Campus Project (or Ind-Camp) addressed itself to building a productive link between the traditionally isolated world of education and work.

Higher education has typically claimed its clientele to be the 18-22 year old, single, non-working population. The clientele is known to be shifting, however, and educational literature now indicates that over 80 million adults are interested in continuing their education in some form. The adult learner bears little resemblance to a younger counterpart in terms of traditional learner characteristics. The growing clientele of postsecondary institutions is now older, usually married with children, working full-time, and motivated to learn on the basis of personal enrichment and social needs or for the purpose of job upgrading. The nontraditional learner presents unique needs to postsecondary educators, namely:

- the need to learn by means of a flexible system of

scheduling, course, and credit options;

- the need to be taught through multiple teaching modes, capitalizing on the learner's entry, knowledge/skills, interests, and years of life experience;
- the need to relate to the instructor and content of what is to be learned;
- the need to make an informed choice of the type and timing of the learning done, i.e. not merely to "take a prescribed course to learn something which might be of value in the future";
- the need to make learning immediate; to integrate problem-solving and decision-making skills used in everyday living;
- the need to efficiently utilize time available for learning;
- the need to incorporate life/work needs and values within education, in order to increase work potential and understanding, and derive a meaningful concept of self.

The adult learner has experienced the developmental stages of adjusting to a first job, sensing the need to question or change careers, or taking steps toward actually changing career directions. Self-esteem and the meaning of one's life becomes intimately connected with occupation. Work provides the context for asking new questions, seeking more information, or finding alternative ways to solve problems and increasing possibilities for advancement. It follows then, that the educational options provided adult learners must take on

a career focus. Postsecondary institutions that program for nontraditional learners must realize their role in linking education and work.

The Ind-Camp Project at Parkersburg Community College challenged the traditional limits of educational offerings extended to local industrial workers. The project title implies the linkage mentioned above; its mission focused on access to postsecondary education, increased ability in basic and professional skills, and improved potential for formal/lifelong learning.

Largely an industrially-employed population, residents within a nine-county service area have depended upon the community college for credit and non-credit coursework. Adult education classes scheduled through the public school system, provided offerings in subjects mostly related to home improvement or general self-enrichment, such as automobile repair or yoga. There existed virtually no means for postsecondary instruction for working adults, many with rotating work shifts or 60-hour work weeks, interested in subject areas fulfilling personal, occupational, and social needs. The community college, having as one of its missions the postsecondary educational needs of the community, had not yet developed the structure to deal with this "nontraditional" population. Although young in its years of service, the college consistently served enrollments having a mean age of approximately 28-30 years. Its programming scope and philosophy reflected efforts toward the adult learner generally, but the question, "How do individuals share in the advantages

of education who can't get to us?" eluded policy actions. The Individualized Learning Center (ILC), newly formed and still developing, was hampered in part by mixed administrative and faculty concern over traditional vs. nontraditional teaching philosophies. The ILC served many adult students, specifically in the areas of reading, writing, and mathematics, and provided new courses yearly as enrollment and student demand allowed. Students taking courses through the ILC were largely self-directed and motivated, seeking the instructor as guide or facilitator, in order to take full advantage of the time they had available to "be in college."

Based on the model of the ILC and considering the needs of those adults who still were unable to utilize the college's resources, a proposal was submitted in 1976 to the Fund for the Improvement of Postsecondary Education. Clearly, the college's recognition of its need for external funding and FIPSE's subsequent approval of the project proposal effected an innovative approach to learning in the Mid-Ohio Valley.

For the "nontraditional" educators and willing industrial representatives, the project was a pioneering effort, challenging their energies and support. Both would work together under a new kind of thinking, planning, and mutual discovery. Jean O'Barr, Continuing Education Director and Professor at Duke University, sums up the effort well:

> We must grow beyond the idea that postsecondary education is primarily preparation for life, toward a perspective in which it is an integral part of living. Education, work, and leisure should not form a linear progression; they should be part of all stages of life...Our hope lies in leaders who combine sound management skills with the vision to identify new ways of making learning available to people of all ages. (Change, 1978)

Section II

PROJECT OBJECTIVES

In order to stimulate a working rapport between the educational institution and business and industry, the project attempted to blend the quality teaching that educators could provide with the efficient, production-oriented strategies employed by industrial management. Important characteristics of the educational effort would include: assessing learner and industrial needs, "results-oriented" classes, active student learning involving practical applications of knowledge, and adopting coursework and teaching styles to fit particular learning needs. Critical to the project's goal of providing education to nontraditional, worker/student populations would be the task of making course offerings available, i.e. taking the campus to the student. Industries would become campuses; traditional postsecondary coursework would be adapted and modified to fit the new environments.

The following is an excerpt from pp. 5-7 of the original grant proposal entitled Program to provide industry workers with postsecondary educational opportunities and funded under Grant Number(G007603023)

Statement of Intended Outcomes

Urban plant workers should be able to use every available free hour from their work for instruction, if they wish to use time this way. Furthermore, they need to be able to get such instruction without actually having to attend college with its regular time frame and traditional classroom schedules.

To do this, education must be taken to them. It is the aim of this proposal to do just that--to furnish them with facilities and materials for learning opportunities that will be located directly at the scene of their employment.

In order to effect the outcome described above, the college wishes to implement the following nine-point project:

1) Establish a laboratory for instruction in each major industrial plant in the area willing to cooperate;

2) Staff this laboratory with instructors and materials and equipment equal to same at main campus;

3) Allow plant workers to drop in for instruction at any time as allowed and as arranged by their companies;

4) Allow study in blocks of time as needed and as allowed by each plant;

5) Allow the plant worker to progress at his own rate;

6) Modify the materials for each individual worker so that he may skip items in which he can show competency and use those he needs;

7) Make his work a matter of record, and grant official credit for what he accomplishes, whenever such credit applies;

8) Coordinate work attempted in laboratory with work being done at the plant whenever possible. Thus, shop mathematics as a course can be articulated with the use of shop math in the worker's skill area, etc.;

9) Coordinate additional course offerings suggested by the plant and design other instruction to fit needs of plant management. Thus, if a course in writing of memorandums is needed for supervisory staff, such a course will be designed with the company's special needs as a base.

Specifically, the college hopes to accomplish an improvement not only in basic academic skills but also in professional and on-the-job skills. The following <u>short-term</u> objectives, therefore, will be expected:

1) A significant improvement in the basic language skills such as reading and writing, of the plant workers involved.

2) A significant improvement in the basic computational skills of the plant workers involved.

3) A significant improvement in their potential for furthering their formal education.

The college also expects to accomplish the following long-term objectives:

1) A significant increase in plant workers willing to engage in formal study designed for their professional growth and personal self-improvement;

2) A significant difference in the kind of programs and kind of work which the student will experience so that his education becomes more significant to his job;

3) A significant change in instructional methods and educational philosophy by which courses are taught and designed so that the education of the student becomes more of a "work" or "job" related experience;

4) As a result of the items above, a significant increase in the programs, both occupational and/or college parallel at this college.

The objectives above, both short and long-term, are predicated on what this college thinks is a vigorous but badly needed departure from tradition. This is not a simple extension of the college's usual programs. The college has accomplished this kind of expansion very well already in its recently developed centers which are serving the outer reaches of the nine county area. What the college is trying to do with this project is to effect a change in its traditional system. And what it hopes to accomplish in doing so, is a different solution for meeting old problems.

(end of excerpt)

Section III

POPULATION SERVED

A definition of nontraditional postsecondary education that fits this FIPSE project involves the creating of accessible diversified learning alternatives within a teaching philosophy that is learner and environment based (Whealen). To better understand who "learner" refers to in terms of the Industrial Campus Project, it is necessary to describe the plant worker population. Besides the general traits of adult learners mentioned in Section I, the following characteristics further identify the would-be learners:

- mainly blue collar shift workers, union and non-union;
- age range averaging between 22 and 45;
- high school degree; little or no college experience;
- not necessarily degree oriented in pursuing education;
- fearful of failure -- most out of school for many years, had difficulty projecting success;
- limited time available for class meetings or individual at-home study;
- hesitant because of college's "stigma," i.e. bias of teachers, teaching styles, and learning arrangements toward the young -- "I'd be the only old among so many young;"
- consider work environment and responsibilities to be a new context to understand "academics;"
- resistant to relearning; intent on building upon what is known;
- desiring recognition for what one has learned experientially, yet sensing a need to review "basics" to advance further learning;
- desiring recognition for learning undertaken, e.g. some kind of certification having credibility to employers;

- interested in the process of learning rather than the ending of a prescribed curriculum, opting less for academic, grade-granting assignments and more for in-depth mastery which can be applied toward daily goals, activities, values.

Initially, the project elicited the participation of two plants: one, manufacturing underground raceway systems, and the other, a chemicals industry. Those plant workers who responded to coursework, primarily offered in writing areas--composition, technical business writing etc., were not homogenous in their educational interests. A few were degree-bound, having already completed some minor course-work. Most registered for classes for other reasons: practical application of the subject matter to daily work and home activities, greater opportunity for upward mobility due to increased ability and new skills, personal enrich-ment, "I've always wanted to learn to write better. I want to see if I can now that I have this chance."

The worker population in general was eager to receive college credit for their efforts (class work was done on released time by the company and before or after work shifts). The idea of taking a class <u>for college credit</u> caused some workers to hesitate and several questioned their own abilities to tackle "college work." Others, who had no immediate inten-tions of working toward a degree took the coursework on a non-credit basis. An interesting point was made by those out of school for many years -- traditional college registration forms, requesting name of high school and forwarding of trans-cripts, could not be fully completed. (Many claimed their high schools no longer existed!). This issue, as well as

other "required" categories of information not applicable to this learner population, were subsequently examined by project staff and college administration. The data collection efforts of the institution needed to be revised to accurately reflect this new, nontraditional "class."

As the project's reputation spread throughout the plants and into the community, additional requests from industries reached the project staff. Specific plant and population descriptions can be found in the Mid-Year Reports (FY 1976 and 1977) and End-of-First-Year Report (FY 1976). In addition to those shift workers continuing their study, office and clerical workers, shift supervisors, and plant workers, ranging from the health industry to a local welding union, sought the project's services. Courses expanded from writing to math, reading, and communications areas. It also occurred that supervisors and subordinates enrolled in the same class which created a unique teaching-learning situation.

By the end of the second year of funding, the project faced a new challenge: industrial demand exceeded the initial resources of personnel and adaptable coursework. In preparing for transition, i.e. from an external funding to college-supported status, the project increased effort and resources in the direction of course development and identification of faculty qualified and able to teach in industrial-campus environments. For further discussion of changes in class populations, see Section VII.

Section IV

PROJECT ACTIVITY

A kind of composite description of a non-traditional program might include the following characteristics:

- distinct, learner-centered mission
- effective, efficient allocation of resources
- different, effective use of "people-networks" in supporting learning
- flexible formats/structure
- alternative channels for learner access
- diversifying educational approaches: teaching modes adapted to learner's personal, social, and professional or job-related needs
- oriented to attainments, learner outcomes

In discussing the above characteristics in terms of Ind-Camp Project Activity, it is necessary to examine staffing arrangements, college and community relationships, specific course activity and planning/development directions. For plant descriptions and specific course activity prior to January, 1977, the reader is referred to Mid-Year Reports 1976, 1977 and End-of-Year Report, 1977. Each of the areas discussed in this section can be linked overall to three critical questions underlying project aims and results:

1. How is education represented to the community and to specific learner clienteles?
2. Are resources available and willing to meet demonstrated educational needs?
3. What are the particular response contingencies of college personnel, industrial representatives, and learners; i.e., what encourages/discourages participation?

A. Staffing Essentials

Although the number and organizational structure of the project staff changed in the second year of operation (see Mid-Year Report, FY 1977), the staff responsibilities and priorities followed the course begun in the first year. The Project Director's priorities continued to be program development/implementation, project completion and planning for the transfer to institutional funding. Other areas of responsibility included:

- supervision of project staff
- maintaining communication lines with key college and business/industry personnel and community organizations (see Figure #2)
- developing assessment strategies, in conjunction with college personnel, to more clearly define educational needs of industries
- budget management
- follow-up of industrial course requests, ascertaining the feasibility of project service, considering time, resources, need
- supervision of course design/modification; follow through with course implementation
- project evaluation

The Project Director also deemed it important to maintain a rapport with the learners. She arranged to teach at industrial sites, assist in counseling sessions prior to classes, and conduct informal class observations. These efforts served to increase the project's credibility and enforce its commitment with would-be learners, industrial management, and college personnel. The activity also provided the director with a base of knowledge and insight from which to make ongoing decisions from hiring personnel to

identifying the "right" instructor, to advocating post-funding continuation strategies.

Given that the project was administered through the College's Dean of Instruction's office, it was essential that the director establish close ties with department heads and faculty, as well as relationships with major administrators. A commitment on the Project Director's part to serve a particular industrial programming request usually involved coordination with every major college unit from the Dean to the print shop.

The second-year staff also included a full-time secretary (closer at times to an administrative assistant), a full-time lab aide, one full-time instructor, and part-time instructors to fit individual course requirements. Staff job descriptions are provided in detail in the Mid-Year Report (FY, 1977). The secretary and lab aide served record-keeping, coordinating, and data-gathering functions essential to the project's daily operation. From working with the college's Records Office in processing registration forms, to delivering materials to ready a lab site for class, these two individuals provided the support structure for much of the project activity. As the Project Director was frequently out of the office or off-campus meeting with college or industrial personnel, it was essential that project staff be available on campus and informed. In addition, a flexible work schedule was required; project activity usually challenged a "9 to 5 routine."

The full-time instructor's responsibilities remained

basically the same as outlined for the first year (See Mid-Year Report, FY 1976): teaching and course development/evaluation. However, with fewer scheduled writing courses at industrial sites the second year, (Note: the majority of coursework the first year centered on written communications; the subject area seemed to have reached peak interest that year at the two "beginning" industries) the instructor was scheduled to teach classes through the ILC on-campus. The project, in turn, "borrowed" instructors from the ILC in other disciplines to teach part-time as the need arose.

It must be said that fulfilling a federally-funded, project staff position within an established organization, i.e. the community college, can be likened to inhabiting limbo. Being a "new face" in the environ and being charged with setting an experiment on its course toward results unknown is quite a venture! It is essential that the Project Director manage authority as well as responsibility, that the project not be a duplication of existing services or overtly threaten established "turfs." The essence of credibility lies in the project staff's ability to become "regulars", speaking a language understood by college personnel and industry alike. A two-year time span for this project enabled a firm footing and subsequent acceptance of project staff.

In the Ind-Camp Project,essential staffing characteristics include:

1. visibility -- within the community college, area industries,. and the community at large;

2. directedness -- bearing a clear sense of mission; articulating the new viewpoint; raising necessary issues;

3. listening -- empathy for all sides; accurately focusing the need or issue communicated;

4. interpreting -- providing the liaison between institution and industry; clarifying needs and issues before making decisions;

5. flexibility -- adapting; choosing alternate means without essential compromise;

6. teamwork -- working for and with; integral to the above characteristics.

B. ADMINISTRATIVE/FACULTY INVOLVEMENT

The sequence of activities composing Ind-Camp's mission required utmost cooperation between project staff and college personnel (See Figure #3). Simply, it was necessary to get along, to get to know people, to use the right channels. To give the same courtesy to the switchboard operator as a training officer reaped its own rewards.

As the project's role on campus became more defined, project staff encountered mixed reactions. Some administrators and faculty opposed the untried, nontraditional effort. Concerns over compromised educational standards, short and long term cost effectiveness, impacts on instructor FTE (full-time equivalency), education-renamed-training, etc. surfaced widely. Primarily, the project's existence raised the need to clarify the exact goals and mission of the institution. Educational services would no longer be a patterned response to a particular clientele. Indeed, it would need to become a more active process than ever, mobilizing college and community resources in new ways. Neither instructors nor courses could merely be transplanted to industrial sites. The project, in

a sense, charged the college to evaluate its approach to meeting individualized learning needs, including how to best utilize faculty resources.

Thus, in raising important, college-wide issues, the project motivated closer relationships among administrators and among faculty.

Building bridges "with almost everybody" was a necessary but difficult task. Links with administrators and faculty were equally necessary to establish a base of operation to implement activities and to prepare for project continuance after FIPSE funding. Critical to administrative/faculty participation and support were the following:

1. Clear communication of project goals and subsequent needs for resources;

2. Clear understanding of college administrative procedures, guidelines and deadlines;

3. Awareness of special administrative needs of project; initiative to negotiate necessary changes to accommodate project needs, e.g. changes in billing procedures for company-paid student fees, flexible registration deadlines for classes starting well into the conventional term;

4. Sense of planning/timing - communicating needed information to the appropriate persons within acceptable time frames. Given the dynamic nature of the project, industrial requests for courses often times could not be definitely projected a semester beforehand. This led to some confusion on the part of administrative staff familiar only with prescribed scheduling deadlines. It also required special efforts of project staff to check on the accuracy of information, from class starting dates to number of materials needed, to instructor contract amounts;

5. Respect for chains of command, yet touching bases with all levels of personnel to clarify expectations, procedures, etc.;

6. Involvement of representatives from all relevant areas/disciplines in assessing educational needs,

interpreting course requests and learning outcomes, determining availability of resources;

7. Motivating continued interest of administrators and faculty by sharing results of project activity and soliciting feedback;

8. Maintaining a "one-voice" communication posture, i.e. project staff should be coordinated in their understanding of daily project agendas and relevant information. Care must be taken to assure that intentions and actions are communicated clearly, and that college personnel can recognize one main person to contact for clarifications. Because a special project and its staff must, ultimately, function within the mainstream of the organization, interactions between project staff and college personnel should be consistently cooperative.

These points seemed to work together toward increasing individual and project credibility within the organization.

The most significant indicator of project success or failure was the instructor selected for a particular course offering. The project staff initially consisted of two full-time instructors; however, throughout the second year of funding, one full-time and numerous part-time instructors (regular faculty and some specifically hired) were used. As the project responded to industrial requests for courses in areas besides writing, it became necessary to contract with qualified persons on a part-time basis. At times this process required special advertising in order to find the most capable person available to teach at flexible times at the sites.

Whether a faculty member "in-house" or a part-time instructor was assigned, the individual was required to match with the following profile:

- capable of analyzing adult educational needs and of adapting materials and teaching styles to accommodate needs;

- qualified to individualize instruction, or work with instructional design specialists to individualize part or all of course, as required by the population;

- available to teach on a flexible time schedule or as specified;

- possessing a "team" attitude, i.e. willing to take on administrative or clerical responsibilities, if necessary, and working with other project staff toward achievement of project aims. Oftentimes it was necessary (and advantageous) for instructors to do their own record-keeping in order to document student needs or insights gained, and to better evaluate the learning situation;

- possessing the maturity (age and credibility) and background to relate to a particular industrial audience.

Given the traditional orientations of most regular faculty, simply "finding someone available" to teach the course, without consideration of the above profile caused problems. The right combination of content, instructor personality and teaching style made for a successful course. Although the literature on teaching effectiveness and student achievement has been largely inconclusive in its correlation of teaching styles and learning outcomes, experiences during the FIPSE project have taught us that in an experimental teaching - learning situation such as Ind-Camp, the instructor chosen made all the difference. This finding held in spite of varied course modes--lecture, individualized, group workshops, etc. The instructor had to combine a learner-centered philosophy with the job-relatedness criteria industry emphasized. Most instructors discovered that the two need

not be dichotomous; in fact, one enhanced the other.

In order to identify the best instructor for a particular project course, it was necessary to clearly communicate the specific need to college department heads. These individuals became resources for project staff, refining needs-assessment strategies, suggesting materials useful to the lab sites, etc. These individuals assisted in securing the instructor, either from within their departments or from the community. Sometimes the department head would teach the course, or elaborate on team-teaching possibilities, or suggest that a qualified individual employed at the particular industry would best serve the need. In instances of the latter, the project discovered resources of immeasurable value. In a few cases, these persons made themselves available to teach courses at other industrial sites as well. In any case, the instructor selected was evaluated in terms of his ability to teach in a nontraditional environment.

Making the "right" selection was difficult and time-consuming for project staff and college personnel. The best classroom instructor was not always the most effective off-campus. Utmost cooperation and honesty between project staff (director, specifically) and department heads was needed. The issue of instructor selection was most complex: college personnel not only had to "hear" the special concerns of the project for a certain student population, but had to utilize new criteria in arranging teaching loads. Care had to be exercised to avoid inadequate selections (better to postpone the course!) yet not give the college the notion that the project was making "elitist" demands of its

resources. Throughout the whole selection/course scheduling process, project goals and industrial needs had to be clearly meshed and communicated. Basically, for both college administrators and faculty, the project provided a new context within which to evaluate and develop instructional techniques and "faculty development" opportunities.

C. COMMUNITY NETWORKING

Ind-Camp offered the Parkersburg community a needed, if not novel, approach to postsecondary education. And like any new program working to develop a track record, the project became more and more visible. Without any special advertising efforts, a network of supporters and participators grew in the public and private sectors. Occasionally, industries provided space in their in-house communiqués for project publicity and information related to current programming.

In the second year of the project, the director developed more opportunities to meet with industrial managers and community groups. Speaking engagements to community organizations were made to increase community awareness of this cooperative education-work venture. It was necessary to assure the community that the learning opportunities initiated by the project would continue after FIPSE funding ceased. It was likely that many community persons needed to hear of the project's integration with regular college programming in order to be convinced that the industrial campus idea was not just a two-year start-up-to-shut-down experiment.

Contacts with the public -- through speeches, informal conversations, community college-sponsored activities, and certainly, successful courses at the participating industries, served to complete the project's communication network.

More direct contacts, however, were made with industrial management requesting participation in Ind-Camp. At initial meetings between the Project Director and appropriate industrial personnel, specific topics were addressed, including overview of educational needs, target population for courses offered, organizational structure, options/constraints in scheduling, and resources to be provided by both college and industry. Occasionally, a college representative attended this initial session, especially if that person would likely be involved in later needs-assessment activities or program development. However, it was important that only one person serve as liaison throughout subsequent planning and course development activities at the industry. This guaranteed consistency in communications, demonstrated project-college unity of purpose, and minimized the administrative burdens for industrial personnel.

In addition to meetings that defined Ind-Camp - industry involvement, some meetings were held to clarify educational needs, explore existing community services relevant to the needs, and determine if Ind-Camp involvement was feasible. Each industrial request for Ind-Camp services was carefully deliberated; actual participation was negotiated only after analyzing the request in terms of grant

guidelines, objectives, resources, and time frame. Frequently, industrial personnel were not acquainted with the college's credit-granting criteria, i.e. course approval, number of required contact hours, etc. In some instances, the coursework needed by workers could not be effectively provided in the time specified by the company or worker. The project either provided variable credit course options or arranged for a future scheduling of the course. The project attempted to serve educational needs as they arose, regardless of the traditional college semester schedule. Some classes would run from March until June, or consist of day-long workshops, and offer corresponding college or continuing education credit.

The most important consideration in building a network of contacts within industry or the community in general was projecting a clear project image. "Networking" developed as the project expanded. The positive reactions to initial project services provided far-reaching public relations. It was important that the project not compromise its services, but develop and expand its potential within the spirit in which the grant was written.

D. SPECIFIC COURSE ACTIVITY, January-June 1978

The second half of the second year of Ind-Camp activity saw a continued increase in industrial participation. For specific information related to courses offered prior to January, 1978, see Mid-Year Report (FY 77). The content areas of January-June courses reflect an expansion of initial Ind-Camp offerings. The following courses were provided in

response to industrial worker needs: Report Writing, Speed Reading, Beginning Metrics, Welding, Maintenance Training, Supervisory Skills/Communications, and Basic Accounting (see Figure 4). Although eight business participated during that time period (three had not previously participated in Ind-Camp), course activity and enrollments were reduced from the first term. Largely, this condition was due to circumstances outside the project's control namely, "the winter of '77" and a three-month United Mine Workers strike. Both suspended industrial contract negotiations and caused changes in industrial management. These circumstances thwarted expansion and budget plans. The project requested and received approval for an extension of its activity and operating budget. Specific project activity from July-December, 1978 will be provided in an addendum to this report.

Second semester 1977-78 off-campus learning sites are listed on the following pages.

American Cyanamid (Figure 11, Table I)

This plant had participated with Ind-Camp during the project's first year, requesting courses in written communication and speed reading. A unique approach was developed for a report writing seminar requested for spring term. Following a careful assessment of the flow, purpose, and frequency of written communications, and employee/supervisor critiques of employee writing samples, a "workshop" format was designed. In one session, superiors and subordinates exchanged views on quality report writing including company expectations, departmental criteria, and individual writing styles. The class not only provided report writing instruction, but also opened new lines of communication between superiors and subordinates. Another "different" aspect of the class was that it was team taught. Two instructors, combining backgrounds in English and communication, designed the class and assessment instrument, and co-taught each session. The result was more individual attention to students, a broader base of information and resources from which to draw and a new link between the project and community college, i.e. Project Director and ILC faculty members were instructors.

Borg Warner Chemicals (See Figure 8, Table 2)

Two "Speeding Your Reading" sections were taught, each at a different plant location which provided participants greater access to the instruction. Although the course content remained the same as the two previous classes (see

Figure 5, Mid-Year Report FY '77), class meeting times and overall course length were modified to better fit employee's needs. Individual course modules, including assignments, practice exercises and comprehension checks were incorporated into the format; the instructor became more of a facilitator and guide than a lecturer. These classes also emphasized student responsibility for out of class practice, reading, and reviewing. Since many of the class participants were enrolled for the purpose of self-enrichment, the new course outline allowed them greater flexibility in committment of time. Final reading scores compared favorably with previous classes; each participant at least doubled his initial reading speed. In some cases, however, post-test scores were lower than scores recorded throughout the sessions. (See Tables 10, 11)

This company had requested classes in speed reading and public speaking during the first and second year of the project. Class participants were primarily drawn from mid-level professional, technical, and sales departments. Toward the end of Spring term 1978, company representatives were planning to expand course offerings and invite wider segments of the industrial population to benefit from these offerings. In addition, the industry began negotiating with other college divisions for support services, such as a counselor to provide career counseling for individuals and groups on a part-time basis at the plant site. Such actions were regarded as courageous and important steps in strengthening education-work links.

C & P Telephone (see Figure 7, Table 3)

Representatives of the C & P Telephone Company in Beckley, West Virginia (approximately 125 miles from Parkersburg) contacted community college personnel requesting a basic metrics course for hourly employees. Because the request could not be served by any of the educational institutions in that region, PCC accepted the challenge. Ind-Camp project staff and college ILC faculty and staff met with company representatives in Beckley to administer pre-tests and outline the course. Individualized course modules were produced for each participant. The course was conducted on a modified correspondence basis, each student progressing at his own rate. The instructor, an ILC faculty member, contacted the students periodically throughout the term. The course format was unique to C & P; coverage of it appeared in their state newsletter and other regional offices were encouraged by the company to provide similar instruction.

Murray Sheet Metal (See Figure 5, Table 4)

The welding course which began in the fall of 1977 continued until June, 1978. (See Figure 9, Mid-Year Report, FY '77). Instructor and students continued to utilize equipment and materials provided by the company in its mobile training lab. The United Mine Workers strike and harsh winter conditions caused a temporary plant closing and suspension of classes. The situation presented a hardship for the industry, the college, and the project, in terms of course completion, availability of materials, and instructor

contract period. The course recommenced in the spring with instructor and students meeting twice as often in order to cover the material necessary for a college-credit course. Upon completion of the course, the instructor was able to make recommendations to the college and company to improve instruction at the work site.

Shell Chemical (See Figure 6, Table 5)

Representatives from Shell Chemical Company met with college administrators, faculty, and project staff to discuss their need for a maintenance training program. The program was to include courses in areas such as Shop Math, Blueprint Reading, Electricity, Welding, etc. The students were to be taught on a quasi-individualized basis, i.e. including individualized course modules and lecture/demonstrations. After extensive preparation including the projection of personnel needs and cost for the 30 month course period, the college committed its faculty and resources with Ind-Camp administering the program. Classes were taught at the plant site in a conference room equipped to facilitate discussion and presentations. Self-study course modules (the same used in community college courses except for modifications in length and some content) were purchased by the company for use in the course. The pretest was designed by company personnel, in consultation with appropriate college faculty.

The course met four hours a week with the instructor present to assist students who were progressing at varying rates through the course material. Evaluative criteria was

established by the company. Students also had the opportunity to "put theory into practice" as each of the 14 enrolled had job activities in maintenance training while they took the course. Questions raised in class often reflected "case-in-point" examples experienced at the job.

As with other Ind-Camp sponsored courses, the instructors selected to teach the maintenance courses possessed a blend of the theory-master and skilled doer. This series of courses especially required individuals who could speak the industry's language, work on a flexible time schedule, and competently instruct with prepared modules. College personnel assisted in instructor selection, both from within departments and out-of-house.

The combination of teaching modes seemed to effectively top individual learning styles. Student scores at the end of each module met company expectations and company representatives felt that self-study with a resource person available for clarifications and directions, resulted in higher content retention by employees than traditional lecture courses. The company, however, determined that the course would not be offered for credit.

Additional course information will be updated in the addendum to this report.

City of Parkersburg (See Figure 10, Table 6)

In an attempt to provide city workers and supervisors with an overview of effective job skills, a day-long workshop entitled "Supervisory Skills" was planned. The City

Personnel Director, faculty, and project staff assisted in preparing the workshop. It was projected that this session would initiate discussion of major needs and subsequent in-depth coursework. However, city-based circumstances raised new training priorities for the limited education budget. Further planning was also disrupted due to the effects of the Miners' Strike and weather.

Forma Scientific (See Figure 10 , Table 7)

This company dealt in the manufacture of highly sophisticated, temperature-regulated, vacuum and heating/cooling equipment, such as room-sized cubicles used in bio-medical research. The company was experiencing a growth spurt and along with it, growing pains in employee training. The Ind-Camp Project Director met with the company's personnel officer to discuss course needs. Two main areas were defined: individualized Shop Math and Blueprint Reading courses taught on a flexible schedule, and a Supervisory Skills-Communication course taught in a traditional lecture - discussion mode. The former was presented to college departments and preliminary preparation began. The latter needs, which could be more immediately met in terms of course design and staffing, was selected as the beginning point.

The course was divided into two sections: communications and general skills. The former section was taught by the Project Director and a business faculty member taught the latter section. The class met once a week for eight weeks, two hours per session. Continuing education credits were

awarded each participant. (Note: the company was located in Ohio. Out-of-state tuition requirements and course length in general made the awarding of college credit an unfavorable option). Unfortunately, company-based circumstances prompted the shortening of the second part of the course. In follow-up meetings, company officials and the Project Director determined that another course similar in content and format would be planned for Fall 1978, contingent on the availability of training monies.

Walker Parkersburg/Textron (See Figure 9, Table 8-9)

Of all the area industries, this company most actively participated in Ind-Camp. For coursework prior to spring 1978, refer to Mid-Year Report (FY '76, '77). Although the new coursework began later in the semester than usual (due to contract negotiations and weather conditions), two courses were offered: "Basic Accounting Principles" and "Beginning Metrics." Both courses were offered on a college credit basis. The accounting course was taught via lecture mode; the metrics course was individualized. A number of employees requested a pre-accounting course such as "Personal Financial Management" which could not be offered spring term, but preparation of such a course was being considered by the business faculty.

Considering the low enrollment for the courses, Ind-Camp staff and company representatives met to discuss future programming efforts. Emphasis was placed on increased input from employees as to what their educational needs were.

Project staff also determined that when a college credit course began "late" in traditional scheduling terms, many potential students were already committed to other activities. Courses offered on a continuing education unit basis seemed to be more flexibly adapted to "adjusted" time periods, whereas more specific content guidelines had to be met to award college credit.

A major finding of the spring term, however, was that of the sixteen employees attending the pre-course counseling/registration session, nine indicated they were enrolled for regular course offerings <u>at the college</u> and therefore would not be enrolling in Ind-Camp. Each had previously participated in the project-sponsored coursework. This seemed to be the first evidence toward fulfillment of a long-term project objective, i.e. to motivate worker interest in pursuing degrees or other postsecondary learning. Project and company personnel began discussing the impact of this finding on future courses taught and the possibility of expanding offerings to include supervisory-level coursework.

E. PLANNING AND DEVELOPMENT: PREPARING FOR TRANSITION

The winter term of FY 1977 presented a set of circumstances unique to the two-year grant period. Unusually harsh weather conditions caused frequent school closings during January and February. Administrators and faculty revised schedules and goals; although most of the local industries maintained their operations, faculty assigned to teach at plant sites were unable to conduct classes regularly and class attendances were uncertain. In addition, a national strike by the United Mine Workers seemed endless. The strike directly and indirectly affected community members and industry alike. Several plants were forced to close down operations, lay off numbers of employees (including several workers participating in Ind-Camp classes), and redirect budget objectives, i.e. some industrial managers had to postpone or cancel educational programs so that monies could be used in other priority areas.

These two major "events" prompted a review of goals and expenditures by Ind-Camp personnel. Obviously, project involvement was restricted and planning objectives were necessarily curtailed. Fearing that at the end of the fiscal year, the project budget would reflect the programming cutbacks while the planned "transition" semester would not occur, the Project Director petitioned for a grant extension. During the remaining months of the grant period, some courses were scheduled (see previous part), but most of the project activity focused on "planning for transition" to non-FIPSE funding and course development reflected an integration of

project needs and college resources.

The Project Director met frequently with college administrators to create operating plans in case that a grant extension was not guaranteed. Ind-Camp commitment to future industrial course requests required a careful projection of resources and costs. All departments of the college became involved, ascertaining the growth potential in regular off-campus programming and determining priorities in faculty scheduling and course development. With college funding, the project involvement had to reflect concern for cost-effectiveness; emphasizing long-term planning with industries rather than a "one-shot" approach with many industries. To some degree, new project directions were outlined, incorporating increased industry requests for courses to be offered to a wider employee population. Politically speaking, industries felt that continued course efforts solely for hourly workers would be weakened unless superiors were also encouraged by management to participate in continuing education. In some cases, course credibility/attractiveness for worker populations was contingent upon a trial offering to supervisors. Variations of this way of thinking and scheduling occurred at each industry, with each industry reacting differently.

Besides projecting new directions for Ind-Camp, the Project Director indicated to college administrators overall operating needs: budget, personnel, office space, equipment and transportation. Discussions of creating a Nontraditional Studies Division under the Dean of Instruction included the

prospects of housing Ind-Camp and the Individualized Learning Center within the new division. Ind-Camp's operating needs were then addressed in this context so that the most efficient and effective use of resources could be made.

In the months prior to projected grant termination, much of the Project Director's time was spent "institutionalizing" the project's mission, i.e. talking with college administrators and faculty, and company officials (persuading, in some instances) and assuring them that the project services should and would not end at the end of the fiscal year. Industrial representatives had voiced concern over the experimental, short-term project design; in many cases, fears were allayed with a formal meeting between company officials, the Project Director, and the college President and/or Dean. Further discussions, however, included specifics about cost-effectiveness of courses offered and increased financial commitments by participating industries. This issue caused several companies to reassess their training directions and prioritize needs rather than discontinue participation. In some cases industries decided to pursue occasional workshop formats and/or seminars for no credit or continuing education units rather than meet guidelines of college credit, longer courses.

As industrial training needs were being reassessed, so too were faculty development areas outlined in consultations with the Project Director. Most of the college's instructors had not taught in a workshop format nor had they worked with

design specialists to individualize courses in their content areas. Provided that monies were available, faculty development was planned in the above mentioned areas. This effort provided additional faculty resources available to capably teach in non-traditional environments, with the flexibility to adapt to learning and teaching styles effective for the course work requested.

During final project months, program development, mindful of post-federal funding constraints, was not primarily marketing oriented. Project staff did not actively recruit industrial participation. The decision was made to conservatively commit project and college resources for the "transition year." Efforts were focused on developing needs assessment instruments with specific industries, including two new participants, Kaiser Aluminum and Camden Clark Hospital. Both of these participants worked with project and college personnel on an elaborate assessment questionnaire in the area of communications - written, verbal, supervisory, client.

In addition, college and project staff outlined course development needs to be addressed by faculty between June and December 1978. Information on courses already offered or capable of being modified/offered at industrial sites would be "catalogued" for use in the Nontraditional Studies area. As industry course requests exceeded the ILC offerings available, course development and/or refinement was warranted.

Project monies were earmarked for summer course development by college faculty. Course development proposals were received by the Dean's and Project's staff and awards were made. As the project grant was extended until December, 1978, both needs assessment work and course development would be implemented through new offerings in the fall semester. For specific information on the final project activity under FIPSE funding, refer to the addendum to this report.

Section V

FINANCIAL UPDATE

Expenditures for the January - June 1978 time period parallelled the major areas reported for the previous six-month period. The largest expense area was instructional personnel salaries, followed by transportation and course materials and supplies.

As project involvement and course offerings expanded, budget expenditures reflected the growth. New subject areas required instructional expertise that the college not provide. The Project Director worked closely with college department chairpersons and faculty in scheduling instructors (by assigning present faculty on overload bases or released time, or securing part-time instructors from outside the institution). In several instances, faculty and administrators interacted with project staff on a consulting basis, in designing and administering needs assessment instruments, pre-tests, and program outlines. In addition, instructor selection continued to be based on individual expertise, ability to adapt to plant needs and worker learning styles, and compatibility with project and industry goals, i.e. the individual must become a "team" member, able to achieve credibility, develop rapport, and "fit" with the industrial climate.

Transportation between the college and instruction site necessitated the availability of at least one car. The project continued its twelve-month rental of a car for the second fiscal year. The community college also made motor

pool vehicles available for staff use. It was not unusual for several classes to run concurrently or overlap at different sites. Frequent meetings between project staff and industry representatives also required available transportation. It was beneficial to have a project-rented car "on call" as advance planning for transportation needs could not always be arranged.

General office and course supplies constituted the third expenditure area, mostly for the purposes of program maintenance and course development/production. Course "packages" for Metrics and Speed Reading were produced in-house; additional "set-up" materials for new course sites were also needed, such as visuals, reference texts, data sheets, evaluation instruments. Some preparation costs, such as publicity-brochure printing, needs-assessment questionnaires, and texts were absorbed by individual companies.

As the middle of spring term came, however, a budget review indicated for lower expenditure than planned. This was largely due to the miners' strike and extremely harsh winter weather which caused local industries to shut down or reduce production. A proposal was submitted to FIPSE requesting an extension period for the second-year grant award. It was projected that Ind-Camp could continue until December, 1978 (few industry courses offered during summer because of employee vacation schedules) with combined FIPSE funds and college monies. The extension period would also be a transition stage for further weighing of project impacts, costs, and programming directions.

As the number of course offerings was less than projected for the term, the Project Director determined that monies could be effectively utilized in the production and/or refinement of courses Ind-Camp could offer in the future. Faculty fellowships, stipends awarded on a competitive basis for summer course development, became the chief target for budget allocations through the end of the 1977 fiscal year. Specifically, fellowships were awarded in those subject areas requested by industrial worker populations, (e.g. time management and quality control) and determined by project and college personnel to be potential course offerings (e.g. effective supervisory communication). More specific information on the fellowships, including proposal descriptions and amount funded will be presented in the addendum to this report.

Itemized expenditures from the period of January to June, 1978 are listed on the following page.

Expenditures: (January 1 - June 30) FY 1977-78

Personnel:

Professional	$29,231.96
A. Director	7,002.00
B. Full-time Instructor	5,400.00
C. Part-time Instructors	5,901.00
D. Faculty Summer Fellowships	10,928.96
Consultant	1,161.48
Clerical/Paraprofessional	6,756.00

Travel:

(including car rental @ $200/month and part-time instructor travel)	$1,400.00
	377.50
	186.73
	$1,964.23

Materials and Supplies:

(including office expenses, telephone, postage, printing, advertising, and instructional materials)	$1,348.79

Section VI

PROJECT EVALUATION

Part 1: COURSE ACTIVITY

Evaluation measures were taken of each class as appropriate to course design and duration. Besides informal class observations by project staff, mid-term and final evaluations were completed by students of semester-length courses. Final course evaluations were completed by all students, instructors, and industry representatives. (Refer to Mid-Year Report (FY '77) to find examples of evaluation instruments used). Specific evaluation reports are included for the following industries: American Cyanamid, Borg-Warner, C & P Telephone, Murray Sheet Metal, Shell Chemical, The City of Parkersburg, Forma Scientific, and Walker-Parkersburg (see figures 12a -14d).

In reviewing the course activity of the Ind-Camp project over the past two and a half years, one finds courses offered in a variety of subjects, teaching modes, and learning environments for industrial populations diversified as to size, training philosophies, internal organization, educational needs and products/services. Certainly the distinct and "personal" relationship between the project and each industry yielded results--problems, findings, and successes specific to the industry participating and yet which could be generalized and used to improve activity at other industries.

The following "findings" correspond to course activity through the duration of the grant period. The points are categorized under a) administration; b) population; c) instruction; and d) possibilities/impacts. The information represents an overview of solvent points selected from a wealth of evaluation material.

A. Administration

1. The project administrator must work closely with instructional specialists to determine the best type of instruction (content, mode, instructor personality) befitting the industry's need. A student-centered philosophy is vital, and need not be dichotomous to industry's priority for job-relatedness. Instructional programs need to be carefully produced, a process which involves active discussion with plant representatives, students, college department heads and instructors. If postsecondary institutions hope to make progress

in bridging the gap between education and industry, instructional credibility, competence, and relevance must be demonstrated.

2. Industries, as well as other community organizations, prefer to deal with a single agent, or at least a minimal number of representatives, in negotiating services. In order to accurately interpret and respond to educational needs, those individuals directly involved in course development should be present at meetings with industry representatives. Industrial personnel should have a clear understanding of who the continuing liaison is or else the communication can be disrupted by competitive overtones.
3. Approaching industries with a strategy of having a basket of educational goods to sell -- "This is what we plan to offer; we hope your need fits it"-- is not effective. Emphasis should be placed on the educational need and learner population, followed by discussions of course design options. Course activity which reflects input from those directly participating will be received with greater satisfaction. Learners are more motivated to achieve; plant personnel are more likely to lend their support and to reward participation. It seems more advantageous to decline course requests based on vague perceptions of employee/learner needs, rather than to commit resources toward uncertain

outcomes simply because those course offerings are "marketable."

4. Flexibility in offering courses for either college credit or continuing education units enabled greater industry and student choice and in many cases made the difference in whether or not a course would be offered. Industries located just across the state border determined that non-resident costs for college credit courses were prohibitive. Also, courses offered on a CEU basis provided learners not yet comfortable in taking college credit courses a kind of transition for later work. Given the time constraints of designing and/or modifying college credit courses, e.g. passing the new syllabus through a curriculum committee, CEU courses provided options to meeting industrial requests more immediately. However, a college system must be designed so that regular full-time faculty are adequately recognized for teaching CEU courses rather than college credit courses. "FTE" becomes a major factor affecting faculty motivation to teach in a nontraditional program.
5. College administrators have recognized the potential of this project as a feeder into main program areas. Project staff gave direct input into curricular changes based on generalized learner interests, perceived utility of course work, and

industrial expectations of student performance upon graduation. For a number of learners, Ind-Camp courses provided a bridge to further course work through the college, mainly through the individualized Learning Center on campus.

6. The necessity of flexible time boundaries, e.g. for course approval and registration, continued to present problems for the traditional procedures established at the college. Special administrative efforts were required to make certain that industrial learners would get the same support services, e.g. transcript processing, as regular students, even though their classes began after the semester was underway. It is important for administrators to keep in mind that industry does not operate on a semester basis. The dynamic nature of their operations may determine that educational/training needs arise at times other than August, January, or June. In view of the fact that adult learners are now in the majority at postsecondary institutions, it seems likely that administrators will need to continuously be aware of the time constraints, application orientation, and expectations/goals of those learners.
7. In scheduling courses at work sites, it is imperative that industrial time constraints be considered. Although most Ind-Camp students took advantage of coursework on their own time, some industries

released time for employees to attend classes. (The implicit assumption here is that the educational opportunities would ultimately improve job performance, employee satisfaction and mobility.) Industries which did release time eventually modified their policy, regulating the number of employees able to be away from their work at the same time. This regulation applied specifically to courses in which supervisors were enrolled.

8. Project and college administrators must clearly state to industrial personnel what needs they have of industry-supplied resources in order to make off-campus courses effective. Besides lab/"classroom" space and necessary equipment, e.g. shop math instruments, it should be understood that the industry would make tuition arrangements for employees (employee-reimbursement policy, direct payment from industry, etc.), determine payment procedures for course texts, and pay a percentage of costs associated with courses in addition to tuitions. More elaborate cost studies should be conducted to ascertain the cost-effectiveness of certain courses on a short-term basis. It is unlikely that industries could or should guarantee a certain number of employee participants. (This would seemingly contradict the efforts to respond to the need first rather

than impose the need), yet it is also unlikely that the college could continue to offer courses at a financial loss.

9. The use of regular full-time faculty to teach off-campus courses required that the project "reimburse" departments for the percentage of time the faculty member would have been teaching other courses on-campus. Faculty already scheduled to teach full-loads could be paid for teaching additional off-campus courses on a limited overload basis. The expense and planning caused the project to rely largely on part-time instructors. These individuals often had greater time flexibility and were not required to maintain a standard FTE count regulated by a department. Given the desire for instructional consistency, project and college administrators should give thought to building greater flexibility in committing faculty resources, i.e. department chairpersons may consider releasing time for individuals whose disciplines would likely be requested by industries, such as oral and written communications. These faculty members would likely work closely with project staff in arranging teaching opportunities off-campus or in developing courses with instructional design specialists. In this way, faculty expertise would be enriched and interested faculty could broaden their teaching styles to include a wider range of students.

B. POPULATION

1. Providing course work at job sites involves more than merely transplanting college classes to a new environment. Working adult learners represent a new clientele of students who are interested in learning new things because they have discovered new possibilities for learning, e.g. job enrichment. Some students enroll for courses they may have had years ago, but now would experience the information in a new context, with new understanding gained from life experiences.

2. Students' self-concepts and motivation levels are closely intertwined. If the population's needs are inadequately assessed or misrepresented by industrial management, students will likely encounter difficulty with the course(s) offered them. Unless an instructor can adapt to meet the real needs of the students, at varying competence levels, the learners may quit attending classes, seek other activities which would interfere with classwork, question instructor competence, etc. all in an effort to avoid "failure" in meeting expectations which may have been incorrectly set from the start. Since for the most part many employee/learners enter college-level course work with fear of the "unknown," or of "not making it" like their younger counterparts, it is important

that course work is designed to meet their needs and offer them a successful experience. A case in point was an Ind-Camp course offered to employees of a construction/realty company. A formal needs assessment was not conducted through employee contact; the educational need was articulated by management. At the first class session, it was apparent that the instructor had outlined a course with expectations exceeding the entry level skills of nearly all class participants. (The course outline was designed and approved with company managers' consultation.) The result was that very few class members even felt the courage to complete the pre-test essay, and most members did not return to the class. Unfortunately, the instructor was able to adapt to this situation only to a point, but the changes re-interested some participants.

Another motivational variable is the support and rewards employees receive from their superiors for class attendance. At one industry, for example, hourly workers were promoted on a seniority basis. Additional learning did not have much bearing on promotion or pay increases, and several workers conveyed disinterest in moving into salaried positions which did not offer them the security or financial rewards their non-exempt union status did. If employees do not receive

genuine encouragement from superiors (backed by a tangible reward system), direct job related benefits e.g. improved performance, or the possibility of personal enrichment through class participation, their motivation to participate fully let alone to achieve is very low. However, when a genuine interest in employee development is conveyed by the management and when learners feel that their input into need-assessment and course design has definite impact, employees demonstrate a strong commitment to the class work and to personal achievement. Some even become sufficiently stimulated to pursue two and four-year degrees.

3. Given that most industries did not adequately reward participation (adequate in learners' judgement) and that some courses requested could not be delivered through existing college resources, class enrollment among shift workers was unpredictable. Consequently, some industries postponed the expansion of course work to that population and instead desired to meet the educational needs of foremen and supervisors. It was felt that increased supervisory skill and effectiveness would result in increased worker performance, satisfaction, and motivation to continue learning. Top management's pull towards an upper-level (income) employee population caused the Project Director to review project guidelines and goals and care-

fully accept these course requests. In most cases, the new population to be served shared the same characteristics as the shift workers, since most had been promoted from within their ranks. Courses offered were for basic skills development rather than refresher, "pep" classes. In three instances, management planned to provide these employees a kind of "mini-series of professional development," likened in format to that of typical management-development conferences. From several of the classes came suggestions for other courses and methods whereby subordinates would be encouraged to attend. One supervisor, who initially was hesitant about taking college-level course work, not only excelled in the course, but eventually declared her intention to pursue a two-year degree.

4. In an effort to reduce the stigma many adults attached to learning on-campus ("feeling out of place among younger students," etc.), some instructors varied meeting places with students. When applicable and agreed upon by class members, students went to the campus to use the facilities and experience the environment. Some classes ended up preferring that environment and made special transportation and schedule arrangements. Their comfort with being on campus grew, although their needs for application, and/or coursework tailored to job situations caused them to focus

a bit differently than traditional students. The worksite-campus transition was, for some, the motivating factor in pursuing further Ind-Camp or regular college coursework. It was not realistic to expect students to attend on-campus if they could not, or expect them to use campus facilities for assignments, etc. Such would reinforce the all-too-typical notion of educators, "let them (physically) come to us in order to get what they need." Adults quickly learn that any environment can provide a wealth of information, if its resources are correctly tapped.

5. Several industrial employees (shift workers and supervisors) became interested in pursuing the Board of Regents degree, which includes credit for learning through one's life experience. The college, however, had limited faculty resources to specifically deal with these students. It seemed that a whole new challenge was placed before the administration in meeting the needs of this special population.

C. INSTRUCTION

1. The industrial workers preferred a "practical" education, i.e. a class which would help them progress in their fields. The teaching that was done in a more active style, e.g. involving actual work on traffic controllers to learn electrical repair, gained more attention than a lecture style. Given their preference for an experience-based learning, it seemed ironic, however, that many learners requested a traditional teaching style over a self-study approach. Although many students prospered through a self-paced course, many others were unable to feel comfortable with the mode and to discipline themselves by setting course goals and deadlines.
2. Many of the courses requested by industries throughout the second year of the project were not individualized courses per se. Learners seemed to relate with a presentation/discussion/practice format, in which relevant, day-to-day examples would be applied and analyzed. In cases where group discussion would enhance the learning, such as in Supervisory Skills and Report Writing, courses were developed on a short-term workshop format, whereas when more specific information was to be memorized and "applied on paper," such as in maintenance training, individualized course modules were used. Ideally, numerous subject areas would be represented by a number of options in choosing teaching styles. Course requests to Ind-Camp

exceeded the individualized course resources available at the colleges. Formal individualizing of courses required vast amounts of time and faculty resources. Individualized courses for use in the project also needed to accommodate the particular job function as well as scholastic ability of each learner. Part of the learner's attraction to a course was its practical problem-solving nature, and a teaching/learning style match that the learner could identify and succeed with. Adult students also seemed to enjoy the social yet course-based interactions connected with most courses. Self-study courses were most widely accepted and requested when the content was directly related to a job function, e.g. learning new metric measurements for equipment, or learning to read schematics for electric motor repairs.

3. Several business/industry representatives indicated the necessity of assigning the same instructor for additional sections of a course. This consistency seemed to allow a rapport to build between the instructor and the employees, and to facilitate the course evaluation process by keeping more variables constant. Such consistency was difficult to maintain with limited interested faculty and increasing course requests. However, each instructor was kept informed of the details of the industry's past participation so as to help the instructor identify the population characteristics and learning needs and the teaching/

learning expectations of the particular industry.

4. Project staff and instructors developed procedures to gather employee input on course directions and content. Instructors drew a preliminary course outline based on discussions with plant officials. The Project Director and instructor then either interviewed prospective students or designed a questionnaire for students (and possibly superiors) to complete. Interview and/or questionnaire results were compared with the course outline and revisions were made. The final course outline or syllabus had to meet the approval of the college curriculum committee, the Project Director, and the plant management. The course instructor continually monitored student progress and course goals. The orientation was not placed on getting through the material, but on insuring mastery of desired areas of learning.
5. The class make up was important. Usually Ind-Camp courses showed homogenous enrollments. Having superiors and subordinates present in the same class could be advantageous or disastrous. In one sense, a sharing of ideas, a new commonness, and a respect for each others' strengths and weaknesses resulted. When a performance appraisal reflected academic weaknesses, however, subordinates felt a pressure which interfered with their learning. On the other hand, superiors sometimes felt threatened and therefore hampered in their achievement. For

example it was hard for a supervisor to admit his writing weaknesses while expecting perfect reports from subordinates.

6. Instruction which involved team-teaching was most effective. Adults seemed to relate well to the diversity of viewpoints and examples possible when two individuals conducted the course. The team effort required much planning time and a coordinated agenda was essential. Oftentimes one instructor could enhance the presentation of the other, fill in gaps of background, and say the same thing differently in order to clarify information for the greatest number possible.

On some occasions, industries requested that an in-house person be the designated instructor. The greatest advantage in this was that the individual approached the course with a sense of history - of the company and the group. On the negative side, though, rests a subjectivity, a possible lack of awareness of prerequisite student abilities needed to achieve in the course, and possibly uncomfortable, if not unnatural, distance between teacher and student. If the instructor is a supervisor of any of the class members, another dynamic is present. Students seem to respond more to an honest "outsider," feeling freer to offer ideas and suggest changes in course directions.

D. POSSIBILITIES/IMPACTS

1. Industrial training officers are valuable resource persons to assist the college faculty in assessing educational needs. The training officer could maintain self-study labs at the industry site, and insure greater carryover of student learning.
2. For students pursuing a degree which includes credit for prior (experience-based) learning, definite college-wide criteria for credit awards and interested, capable faculty willing to oversee work and evaluate prior experience is essential. Students who are stimulated to initially pursue the degree often get discouraged because of a lack of consistency in instructor criteria, lack of direction in portfolio development, etc.
3. The project focused the issue of college teaching vs. industrial training. Both institution and industry must consider its long range goals and interdependence in order to provide beneficial educational opportunities for employees. Although college teaching is usually defined as more broad-based and industrial training more job-specific, each borrows from the other. A cultural expectation of the educated person is that he/she master a body of knowledge in such a way that the knowledge learned can generate skills. Instructors participating in off-campus courses found that the new context enhanced their perspective on learning and abilities.

They discovered in a new way that learning could reach to all occupations and personal backgrounds. Likewise, industrial representatives and learners found in the college and project personnel an ability to discern the complexity of learning tasks and help individuals assess their abilities in relation to those tasks. Specific assistance in designing needs-assessment instruments saved management from trial-and-error programming; as employee and employer needs were articulated, new lines of communication opened, and industrial personnel saw college instruction aimed at teaching theory and/or basic skills along with meeting criteria for job-relatedness.

4. New areas of course work which would interest industrial workers include: coping skills (functional reading, writing, speaking, and arithmetic skills); stress management; time management; retirement and state planning (how industry can aid in the preparation); therapeutic recreation courses--constructive and meaningful use of leisure time; and personal financial management. These areas could involve multidisciplinary teaching and could touch the roots of work and community awareness.
5. Through Ind-Camp courses, industries received feedback on new program results, additional employee training needs, need for equipment, etc. In one case, the instructor consulted with the Personnel Director concerning the organization's need for new equipment, and

repair parts and employees' desire to pursue advanced certification. This information proved valuable in improving attention to equipment matters and in encouraging employee career development.

6. Several Ind-Camp courses resulted in organiztional changes. For example, class members developed new reporting forms which were adopted by the business and developed administrative grids to increase supervisory effectiveness and communications. Attitude change was also evident: supervisors and subordinates had opportunities to better understand each other by clarifying roles, needs, and motivations; a common bond was created in that learning was seen as benefitting all.

Part 2: EVALUATION

Although Ind-Camp brought about needed changes and opportunities, the project also experienced the problems inherent in its role as vanguard for change. Problems arose and were dealt with at about every step of the process, from establishing project credibility to analyzing "transition needs." The following areas represent major questions or concerns based on project operation:

1. Ind-Camp experienced difficulty in becoming established at the community college:
   - few college faculty and staff understood the nature and mission of the project throughout the first year;

- initial project staffing selections occupied much of the first summer planning period; instructors failed to receive adequate project orientation and were not involved in initial course designs, consequently, the first courses were more a testing of the waters for all concerned;
- regular college "maintenance" activities did not readily adapt to the project needs: student registration (including relevance of certain registration form categories), time constraints, special processing of tuition payments and student records, company billing (mindful of a different fiscal calendar), ordering of materials and supplies (not possible to project course offerings a semester in advance), time demands of faculty in travelling to and from work sites--determining how to recognize total time spent, faculty assignments (made a semester in advance) and limited overload payment options.
- the project presented new demands of department chairpersons and instructors: selection for off-campus teaching based on criteria of competence, credibility, suitability, and experience in the field; dependence on part-time faculty unless full-time faculty available on overload basis (ideally, particular full-time faculty would have reduced campus teaching loads to allow room

for off-campus options); implication that, initially, faculty participation during the first two experimental years would not be credited, in terms of FTE or guaranteed class size, as in teaching courses on campus--special arrangements for documenting work had to be made for instructors teaching CEU vs. college credit courses off-campus.

- interaction of project staff positions within college structure proved fuzzy and detrimental to project credibility--e.g. were Project Instructional Specialists considered faculty or quasi-administrators (combined work responsibilities)? Would positions be absorbed by the college, and if so, how should faculty integration proceed? What role would project staff take in formation of nontraditional studies division? Given the hierarchical nature of hiring, purchasing etc. approvals, what limitations are imposed on the Project Director? At what level of importance is grant work viewed, in terms of making available support services e.g. printing to meet funding deadlines?
- the pressure for cost-effectiveness suggested that an extensive use of college resources for undersized classes would eventually curtail project activity. A fine line was tread to increase student enrollment without losing sight of the

unique learner needs or without presenting a "student sweepstakes" image to industry.

- as industrial requests became more diversified, and greater numbers of courses were requested for continuing education units (given tuition, grading, syllabus approval, and content constraints of college credit work) the duplication of effort and lines of authority between the project and the Continuing Education/ Community Services Division of the college increased. Faculty seemed to perceive two "camps" vying for off-campus teaching interest, while the distinction between missions became ambiguous. In part, the continuing lack of definition in college programs and divisional purposes created the potential of misrepresentation to industry, the community, and within the college itself. Given the regulations on funding available to the college for college credit vs. CEU students, controversies arose between the college divisions as to who could (or should) "claim" students and course offerings in their count to the state, and what the budget implications of such categorizing might be. Courses offered to industry were not perceived by faculty, project staff, or most industrial representatives as "continuing education for adults," that is, courses more on the fringe of instructional design and develop-

ment of basic, academic, yet pragmatic content areas.

- personnel turnover at the college disrupted continuity in project and directly affected planning, implementation and evaluation processes.

2. A procedures manual would have been most useful to project transition, including a log of critical events, agreements between project staff and industrial personnel, and more meaningful record-keeping on students and courses.
3. Additional constraints to project instruction included the lack of available pre-tests particularly in technical competencies normed for a small sample size. Industrial and union regulations required "approved student selection and assessment instruments." In some cases, union demands prevented course offerings--eg. there seemed a lack of recognition as to requisite employee backgrounds and skills for enrolling in particular courses. A course in electricity, for example, would not be effective for students lacking a background in math or schematic reading, even though the union might not approve of the latter course offerings. Some industrial representatives came to college and project personnel requesting assistance in the design of individual training programs. The college representatives could not

commit faculty to teach courses in which students would be ill-equipped to master the work. On the occasion of these meetings, college personnel served to direct the training officer in thinking through course sequencing, and provided him substantial information and offerings for use in his subsequent negotiations with labor/union leaders.

4. The project's design and staffing did not allow for adequate student follow-up. Information on student absenteeism and withdrawals began to be gathered late in the second year of the project's operation.
5. With limited resources at the college to conduct an evaluation of project activity and effectiveness, the evaluation "team" concept was replaced by surveying faculty, administrative, and industrial responses to the project's operation. Data from these surveys will be included in the addendum to this report. Former evaluation team participants became directly involved during the second year in course design and curriculum committee participation for much of Ind-Camp's activity. (The two main instructional design specialists would otherwise have exercised dual roles as designers/producers and evaluators of production).
6. Resistance to the project came from both the college and industries. Industry regarded continued employee education as a means to its economic survival, providing for the well-being, and

competitive productivity of its employees. The college, especially at first, felt that special off-campus programming in the private sector required abundant manpower and financial resources it did not have. Although both were aware of some of the needs of adult learners, the project became the advocate for services. The educators were skeptical of the training focus; industrial persons feared an overemphasis on theory rather than practice. However, both agreed that to provide adults with a combination of theory and skills capable of being generalized to the job and to daily life experiences would be valuable, if not necessary, to the growth potential of the college, industry, community and of the individuals.

College personnel had difficulty understanding and accepting the special selection process for project instructors. Industry gave specific criteria for instructor approval, and had difficulty accepting college standards in determining what type and amount of learning was creditable. Both systems moved closer through the project, but transition changes and personnel changes leave open the question of how similarly they will deal with servicing adult learners.

Section VII

CONCLUDING REMARKS

In concluding this report, the question becomes not *if* anything has been learned or gained, but rather how all that was learned can be continued, implemented in new ways, allowed to grow and change in new areas. This section will present briefly the major implications and impacts of the project. As would be expected, the project, in uncovering needs and delivering services, seemed to raise more issues and discover new needs. Hopefully, others involved in post-secondary educational change will consider the potential in these new areas.

1. Overall, the project increased communication and understanding between college and industries, within the college, and within industries. The mission and role flexibility of the project seemed to stimulate thinking and *action* regarding adult learning needs. Off-campus teaching became an exciting opportunity for faculty to develop expertise in new areas and to broaden their professional experience. Administrators knew that faculty development needs and a waiting-to-be-tapped market of adult learners could well serve each other, and provide additional impetus for long-range curriculum expansion. Industry officials, many of whom had spent little effort at employee development through broad coursework, accepted an opportunity to increase employee benefits and better secure employer job satisfaction and productivity.

2. The nature of the project was such that personal goals of instructors, administrators, and industrial employees fit the growth of the project. The problem was, could the growth be sustained with limited financial resources from the institution?

3. As the number of adult learners has grown, the lack of information, advising, and counseling services is increasingly apparent. Project growth (its purpose, effectiveness) necessarily assumes improved registration and counseling, specifically career and life-planning counseling, more fitting the adult population. Adult students are not as concerned with obtaining a job with their education, as much as using education to enhance job potential, motivate a career change, or assist them in finding greater satisfaction and meaning in their overall life-work. To this end, more attention needs to be focused on quality techniques in assessing prior learning and present needs of adults.

4. Implications for career education and lifelong-learning of adults should stimulate research in these areas in such a way that colleges can better assure quality and effectiveness in developing educational opportunities meeting working adult needs. Research and expertise in the areas of needs and skills assessment (on an individual or small sample basis) is greatly needed.

5. A major question, that remains unanswered, relates to the relative effectiveness of such a project based on institutional type. Would this project produce similar or different results in a private, or four-year, or university setting? Although the project seemed to spark the need for the community college to define (or redefine) its goals, it nonetheless helped the college clearly see its role in responding to community needs. However, the difficulty inherent in the community college structure is a lack of faculty and financial resources to meet those growing needs. Understandably, college administrators seemed to fear that the project's function really opened up Pandora's box - the need for services would always exceed possible resources.

6. The new link effected between education and work promised growth for the community as a whole, creating an active advisory council or participating in a consortium whereby that link is strengthened and if continued would certainly serve to insure a sharing of perspectives, a comparing of goals, and a furthering of mutual interests.

Addendum
Section VIII

PROJECT STATUS

The dual thrust of the Industrial Campus Project during the extension period from July to December 1978 was to fully integrate the project into the college structure and to broaden its operating base within the community.

The project became involved with new companies and new program areas were explored, developed, and implemented. Companies that became involved with Ind-Camp programs ranged from manufacturing and production-oriented industries to service organizations.

Types of students participating in Ind-Camp courses also broadened. In addition to the hourly plant worker, Ind-Camp began to develop courses and programs for management personnel, the "white-collar" worker.

New programs were developed in Communication Skills and Industrial Fire Safety. A home study series leading to a certificate in air conditioning and refrigeration was also developed.

The rationale behind this move to broaden the project's operating base was an attempt to make the project financially solvent so that the college would continue with it once the federal funding ended. In order for Ind-Camp to make it on its own, the college staff had to tread a thin line between giving industry what it wanted and what it needed from an educational standpoint. Ind-Camp had to be sensitive to business and industry's needs but not merely reactive in its programming. A leadership role must be exercised by the

college to insure that programs offered through Ind-Camp are quality educational experiences. In order to survive though, Ind-Camp must operate under the constraints of what working students need and want.

As the project expanded its outreach into the business community, its impact within the college was deepened. In the FIPSE Mid-Year Report (FY 77) one stated goal of the project was to achieve closer coordination with the instructional divisions of the college. Several factors have aided in the achievement of this goal. First, the project is positioned organizationally under the Academic Dean of Instruction, giving it "legitimacy" in the eyes of faculty and staff. Secondly, and most importantly, the Ind-Camp project does not employ any full-time instructors for Ind-Camp teaching alone. This necessitates the Project Director working closely with the Division Chairpersons and faculty members to secure instructors for Ind-Camp courses.

Thirdly, the administrative support systems of the college are becoming more adaptive in their response to Ind-Camp's need for flexibility. Problems still arise but registration, record-keeping and billing procedures have been established for Ind-Camp courses.

Success in some objectives of the project has meant an evaluation of the originally stated outcomes, several of which have become insignificant in the project's continual attempt to meet employer and employee needs.

The establishment of an on-site instructional laboratory complete with staff and materials is no longer deemed

necessary or desirable. Requests from companies are now geared to group dynamics and workshop sessions whether incorporated into a long-range training program or a one-shot seminar. Work groups are being turned into study groups. More and more companies are interested in specific training for homogeneous student populations.

This transition away from a diverse student group no longer requires the strong dependence on individualization in teaching and course development. Although this option is still available for Ind-Camp programs and is thriving on-campus, the courses taught through Ind-Camp during the extension period were all conducted in a group mode.

The development which has had the most critical impact on the Ind-Camp project is in the area of staffing. Project staff during the period of extended funding was reduced to a full-time director and secretary. Coordinating several off-campus training programs simultaneously is like juggling eggs and an assistant director or administrative assistant is needed to keep the eggs from splattering. Because of the serious time constraints, the Director was not able to conduct on-site instructor evaluation for each course which is an important component of total program evaluation.

Also, the "marketing" aspect of the Director's job which is vital for a growing project could not be performed because the Director's time was spent in maintaining already developed Ind-Camp programs and relationships.

During the extension period, the project no longer employed full-time instructors to teach solely in FIPSE Ind-

Camp programs. The variability of Ind-Camp programming makes it difficult to utilize one or two instructors with background and training in a specific area. Of course the lack of readily available instructors for certain programs continues to be a problem, but overall the effect of not having full-time FIPSE instructors has been to force coordination and integration of the project operation with college planning.

The continual growth of the Ind-Camp project will depend in a large part on the resolution of the staffing problem: the lack of resources and the establishment of equitable policies.

Section IX

PROJECT ACTIVITY

Ind-Camp programs from July to December 1978 were offered in the areas of communication skills, typing, maintenance training and fire safety (see Figure 12). These programs were conducted off-campus at the work site for C & P Telephone, Shell Chemical, Camden Clark Hospital, Kaiser Aluminum and Corning Glass.

Four of the plants had never been involved with the Industrial Campus project before. All of the companies have expressed an interest in planning future Ind-Camp programs for their employees.

Although the number of participating companies and the types of courses offered was smaller than the preceding semester, the student count remained fairly even reflecting the determination of industry personnel and project staff to make each program offered cost-effective.

A brief summary of each Ind-Camp program during the extension period follows:

C & P Telephone (see Figure 16 Table 12)

Eleven employees took part in a Refresher Typing course taught by Anthony Crinieri, Associate Professor of Secretarial Science at Parkersburg Community College. The course was designed for seven weeks and met two hours each week. The objective of the course was to upgrade the skill proficiency of the employees to enable them to advance to a higher position within the company. The course was offered for continuing education credit.

Camden Clark Hospital (see Figure 17, Table 13)

Camden Clark Hospital was interested in improving the written and oral communication skills of department head secretaries. The course, designed and taught by Roger Allen, Assistant Professor of Speech at the college, was a comprehensive overview of the communication and interpersonal skills used in office situations.

Nineteen participants completed the program which was offered one hour a week for ten weeks. Each participant earned a continuing education credit. The course was offered in an informal workshop/seminar setting utilizing group discussion, group problem solving, role playing, self-assessment profiles and inventories, as well as lectures.

Shell Chemical (see Figure 6, Table 14)

The thirty-month maintenance training program was continued at Shell Chemical with eight students completing their training in maintenance fundamentals and welding. Topics covered under Maintenance Fundamentals included measurement, metal and non-metal materials, hand tools, portable power tools, plant safety, and developing trouble-shooting skills.

The training program is offered on a contract basis. Classes meet three times a week from 8:00 a.m. to 10:00 a.m. at the Shell plant.

Art Frederick, Assistant Professor of Mechanical Design-Drafting Technology taught both sections of the training program.

Kaiser Aluminum (see Figure 17, Table 15)

Discussion between Kaiser Aluminum representatives and Ind-Camp staff began in the summer of 1978. Plant supervisors believed their secretaries needed some training in written and oral communication skills. The secretaries wanted some help in developing interpersonal communication and problem solving skills.

A comprehensive needs assessment was conducted in late summer involving 32 supervisors and 41 secretaries surveying possible course topics and scheduling preferences. Through the survey, it was determined that the course should deal with correct grammar usage, problem solving/ decision making skills and expanding the secretarial role.

Roger Allen, PCC staff, developed and taught the course entitled, "Applied Professional Skills for Secretaries." Classes began in October and met weekly for 1 hour 15 minutes. Two sections of the course were offered in the same afternoon because of the number of students who participated. The course was offered for one college credit.

Enthusiasm and satisfaction with the program has prompted further discussion on the feasibility of PCC offering a comprehensive management training program through Ind-Camp for all levels of Kaiser Aluminum employees.

Corning Glass (see Figure 18, Table 16)

Corning Glass Works has a volunteer fire brigade that meets twice a month on company time. The brigade members have had little formal training in fire safety

procedures and low morale among the members was considered a potential safety hazard.

After consultation with the Personnel Director and brigade members, it was decided that an introductory fire safety course would be offered through Ind-Camp at the regularly scheduled meeting time.

The course was designed by Jim Rose, Assistant State Fire Marshal, to give the participants the basics of industrial fire safety and elemental fire fighting techniques. Twenty-three men attended the course taught by Art Patton, Regional Fire School instructor.

The course met for eight sessions and was offered for 1.5 continuing education units.

FACULTY FELLOWSHIPS (See Figures 19 a-c)

During the Spring of 1978, fellowships were awarded to faculty members for course design and the development of program materials. All faculty proposals were reviewed by division chairpersons and the Project Director. Their recommendations were passed on to the Dean of Instruction and the President for approval. Five of the fellowships were funded by the FIPSE project to expand the availability of program offerings.

Three of the finished courses were offered during the fall semester of '78. The Supervisory Skills seminars developed by Roger Allen were used by him as the core of the communications skills programs he taught at Camden Clark Hospital and Kaiser Aluminum.

The other two proposals for revising the individualized Alex Accounting course and English 047 were completed and both courses are now being offered through the Individualized Learning Center on campus.

The seminars on Time Management and Sales were successfully completed and can be utilized either off-campus through Ind-Camp or on-campus through the academic divisions or the Continuing Education department.

Section X

FINANCIAL REPORT

Budget expenditures during the extension period were made in accordance with the grant guidelines and budget allotments proposed in FY '77.

Expenditures for Extension Period (July - December 31) FY 78

Personnel:

Professional	$11,377.20
A. Director	6,252.00
B. Part-time Instructors	3,502.20
Consultant	-0-
Clerical/Paraprofessional	1,623.00

Travel:

(including car rental @ 200/month till November, part-time instructor travel, Community Education Workshop)	$ 800.00
	363.00
	459.74
	$ 1,622.74

Materials and Supplies

(including office expenses, postage, printing and instructional materials)	$1,137.53

The balance of the grant funds ($3,862.26) will be used for:

printing of final report
secretarial support
purchase of management training materials

Section XI

EVALUATION

The evaluation procedures established during the first two years of the project's operation were continued during the extension period. Sources of evaluative data included in this section are:

1. student evaluation of course/instructor (see figures 20 a-e).
2. instructor reports summarizing course activity (see figures 21 a-d).
3. plant representative reports summarizing results of industrial participation (see figures 22 a-d).
4. faculty fellowship evaluation report (see Figure 23).
5. project evaluation report by the Dean of Instruction (see figure 24).
6. institutional survey of division chairpersons and faculty (see figures 25 a-b).
7. end of grant survey of plant representatives (see figures 26 a-d).

Students in Ind-Camp programs are given an opportunity to evaluate the course and instructor twice during each course; once at mid-point and then at the final session. The evaluations are shared with the instructor to enable him to determine his teaching effectiveness and to help him make any changes either in his teaching or course content that are necessary.

The expected score for a successful instructional attempt is 5.5+ on the seven point scale. Only the averaged

final scores are included in this report (see figures 20 a-e), except in the case of the Fire Safety course at Corning Glass and the Communication Skills course at Kaiser Aluminum, for which only mid-term evaluations were available at the time of printing.

Overall the students judged the courses and instructors above average, except for the maintenance training program at Shell Chemical which was accorded an average score. The student comments on the Shell Chemical evaluation forms seemed to indicate that the severe time constraints on the training program were the cause for the student dissatisfaction.

Evaluative summaries by instructors of Ind-Camp courses (see figures 21 a-d) have been beneficial to all suspects of project planning. Insights from the persons actually "on the firing line" have led to course revisions, development of new course materials, new directions for future course planning and a refined assessment of industry's needs.

Four different instructors taught for the Ind-Camp program during the extension period and their comments have contributed significantly to the evaluation of these programs.

Feedback on Ind-Camp programs is ongoing during the run of the courses by maintaining close communication with business and industry personnel. However, a written comprehensive summary on each completed program is provided by industry representatives to determine the extent of the program's success, to provide answers to any problems and to

aid in future planning.

Reports on programs offered from July to December 1978 (see figures 22 a-d) show that the businesses involved with Ind-Camp programs rated their experiences as "good". Constraints on resources either imposed by the company or the project prevented the achievement of total satisfaction.

Inadequate amount of class time is the severest constraint industry places on Ind-Camp programming. Limited instructional and staff resources curtail the project's operational efficiency. More flexibility in scheduling and time constraints is needed from those companies who wish to gain the most benefits from Ind-Camp programs and the project is in need of a greater committment of institutional resources in order to more effectively meet the needs presented by business and industry.

During the Summer of 1978, a Faculty Fellowship Evaluation Committee was formed by the Dean to evaluate the finished projects. Excerpts from the Committee's report that deal with the FIPSE-funded projects are included in figure 23.

The following evaluations are an attempt to gain an overall perspective on the entire FIPSE Ind-Camp project as it operated for two years and six months.

The Dean of Instruction's office has been involved in the evaluation of the FIPSE project from its very beginning. Not only does the Dean's staff represent the academic viewpoint but also several administrative levels within the

college (see figure 24).

The integration of the FIPSE Ind-Camp project into the college's structure and its acceptance by the college and business community has been encouraging. There are many standards by which to judge the impact the FIPSE grant has had on the institution, many of which the Dean mentioned in his evaluation of the project.

In order to provide for input from a broader spectrum of the college community and to profit from the experiences of those individuals who have worked most closely with the project, a survey of the division chairpersons and the entire faculty, full and part-time, was conducted (see figures 25 a-b).

Ten division chairpersons were surveyed along with 90 full-time and 90 part-time instructors. Four chairpersons and 26 of the faculty (24 full-time) returned their questionnaires.

Based on the returns, the Ind-Camp project has been enthusiastically received by faculty, although only a small percentage have actually taught in the program already. Over half of the returnees would consider teaching an Ind-Camp course whether as part of their regular work load or on an overload basis. Only three of the respondents were not interested in teaching Ind-Camp programs and two faculty members did not know what Ind-Camp was which shows that we must continue to educate internally as well as in the community.

What was learned from the survey is that faculty feels the most important qualities for an instructor in an Ind-Camp

course are thorough academic background in subject area and demonstrated teaching ability, each received six first place votes, two second places, and six third places. Other qualities in order of descending importance are practical work experience in subject being taught, ability to relate course to specific job situations, demonstrated applied skills, knowledge of needs assessment and program evaluation, and experience in individualized teaching.

Other interesting results: eighteen respondents thought special training to teach off-campus in Ind-Camp would be helpful but not necessary. Comments on the type of training stated that PCC should provide in-service training and the industry should provide access to specific equipment used by the employees to help the instructor to be better prepared.

Fifteen of the faculty respondents feel that programs taken off-campus can be basically the same in content and/or teaching mode with modifications to fit industry's need.

There were numerous responses to the question on benefits derived from the FIPSE Ind-Camp programs. Some sample comments were: "provides opportunity for faculty to grow professionally; keep (faculty) in touch with practical aspects of what you teach....not isolated in academic tower; gives faculty insight into what industry needs; develops faculty skills; gets faculty out into community." Benefits for the college were seen as "increased enrollment, recruitment tool, expose more people to PCC educational opportunities, good public relations, better college-industry

relations, makes community aware of what college has to offer, meets our goal as a community college (by) providing community service."

As for adverse consequences from the project, seven did not see any bad effects. A few faculty commented that the project presented some staffing problems and scheduling difficulties. Faculty compensation for participation was also considered a problem. Another negative consequence is the possibility of "bad P.R." or "creating a credibility gap if poorly prepared or unqualified instructors are utilized;" promising something and not delivering.

Fifteen of the respondents continue to support Ind-Camp and two have changed from non-support to support.

The results to the questions on industry personnel's role and the purpose of Ind-Camp can be seen on the cumulative answer form (see figure 25 b).

What changes would faculty make in the project? Some of the answers were: more faculty participation, better method for paying faculty for their services, better quality program materials, expanded program choices, and implementation of a formal evaluation process.

The changes that FIPSE Ind-Camp has caused in the college were all positive. Sample comments were: "FIPSE has helped PCC image; provides a service to community; (has caused) curriculum development, more interest in non-traditional type things; made industry aware of college support programs; more exposure for the college; funds; caused college to be more aware of needs."

The FIPSE project has not been responsible for a change in faculty attitudes toward education as much as it has reaffirmed the variety and variability of situations in which learning can occur. The FIPSE grant has served as a catalyst for the confirmation on the part of faculty that programs like Ind-Camp are steps toward the achievement of a true comprehensive community college's mission and goals.

The acceptance of the project on the part of the chairpersons who are the major administrative channels for acquiring resources was not as supportive in comparison with faculty's response.

Two of the chairpersons had cooperatively worked with project staff on Ind-Camp programs; two of the respondents had not, although all four supported the project.

Chairperson respondents agreed on the qualities they believed instructors needed in order to teach in Ind-Camp courses: first, demonstrated teaching ability; secondly, thorough academic background in subject area; and thirdly, ability to relate course to specific job situations and practical work experience in subject being taught.

In regard to the question on whether programs taken off-campus needed to be different, some comments were that "courses on-campus are student oriented, Ind-Camp courses have (their) content determined by customer (business/industry); credit/course equivalency (is) determined by academic department at PCC."

Chairperson respondents see the benefits of the FIPSE project for faculty as broader exposure to varying kinds of

students and environments, expanded horizons, a better perspective on industry training needs, and breadth in teaching styles.

For their divisions, respondents saw Ind-Camp participation as an outlet for faculty who wanted to be involved in non-traditional teaching. Ind-Camp also provided a "better service to the community and greater college - community interaction." As for students in the Ind-Camp programs, the benefits were sited as "more useful education and training they probably wouldn't get otherwise." Counted among the benefits to the college were "enhancement of image of service to the community, better service to the community and improved community relations, and a bright spot in the major accomplishments of PCC."

Overall cooperation from Division Chairpersons which is integral to the functioning of the Ind-Camp project has been slow to come but is building with the enthusiastic support of a few chairpersons and the attempt to develop a wider range of Ind-Camp programming options.

Lastly, industries and businesses that have participated in FIPSE Ind-Camp over a considerable amount of time and have consistently supported the project through its transitions were asked for their views on the project's evolution. Included in figures b-d are survey reports from Walker Parkersburg, which was the first industry to sponsor an Ind-Camp plant site, American Cyanamid, and more recently Shell Chemical.

Evaluation of all project activities will continue. A

priority for the coming year is the refinement of the project evaluation methodology. More useful evaluation instruments need to be developed.

After two years and six months of working and living with the FIPSE Ind-Camp project, we are learning to ask the right questions. We can now begin to work toward finding the right answers.

Section XII

FIGURE 1

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Preliminary [ ] Final [✓]

Form Approved: O.M.B. No. 85-R0287

This application should be sent to:
Office of Education: No. 13.925
Application Control Center
400 Maryland Avenue, S.W.
Washington, D.C. 20202

1. Application No.
538AH60206

2. Employer Identification No.
550-523-820-3

3. LEGAL APPLICANT

a. Parkersburg Community College
Legal Applicant Name

b. Instructional Design and Development
Department, Division, or Branch

c. Route 5, Box 167-A
Street Address, or P.O. Box

d. Parkersburg, West Virginia 26101
City State Zip

e. First f. city-wide
Congressional District(s)

4. APPLICATION TYPE:
[ ] New Grant [✓] Modification of Old Grant

5. PROJECT DIRECTOR

a. Raul Reyes, Director of
Name

b. Instructional Design and Development
Title

c. (304) 424-8319
Telephone: Area Code Number

6. INSTITUTIONAL INFORMATION
(If Applicable)

Approx. Total Enrolled 3,672

(Check One) 2 yr. 4 yr. Graduate

Public [X] (310) [ ] (210) [ ] (240)

Private [ ] (320) [ ] (230) [ ] (250)

7. Federal Funds Requested:

1st Year N/A

2nd Year (If Applicable) 79,900

3rd Year (If Applicable) N/A

Total: 79,900

8. DURATION OF PROJECT:
Starting Date 7/1/77

Ending Date 6/30/78

No. of Months 12

9. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

15,290

Industrial Plant Workers

10. PROPOSAL TITLE:

Program to provide industry workers with postsecondary educational opportunities.

11. BRIEF ABSTRACT OF PROPOSAL:

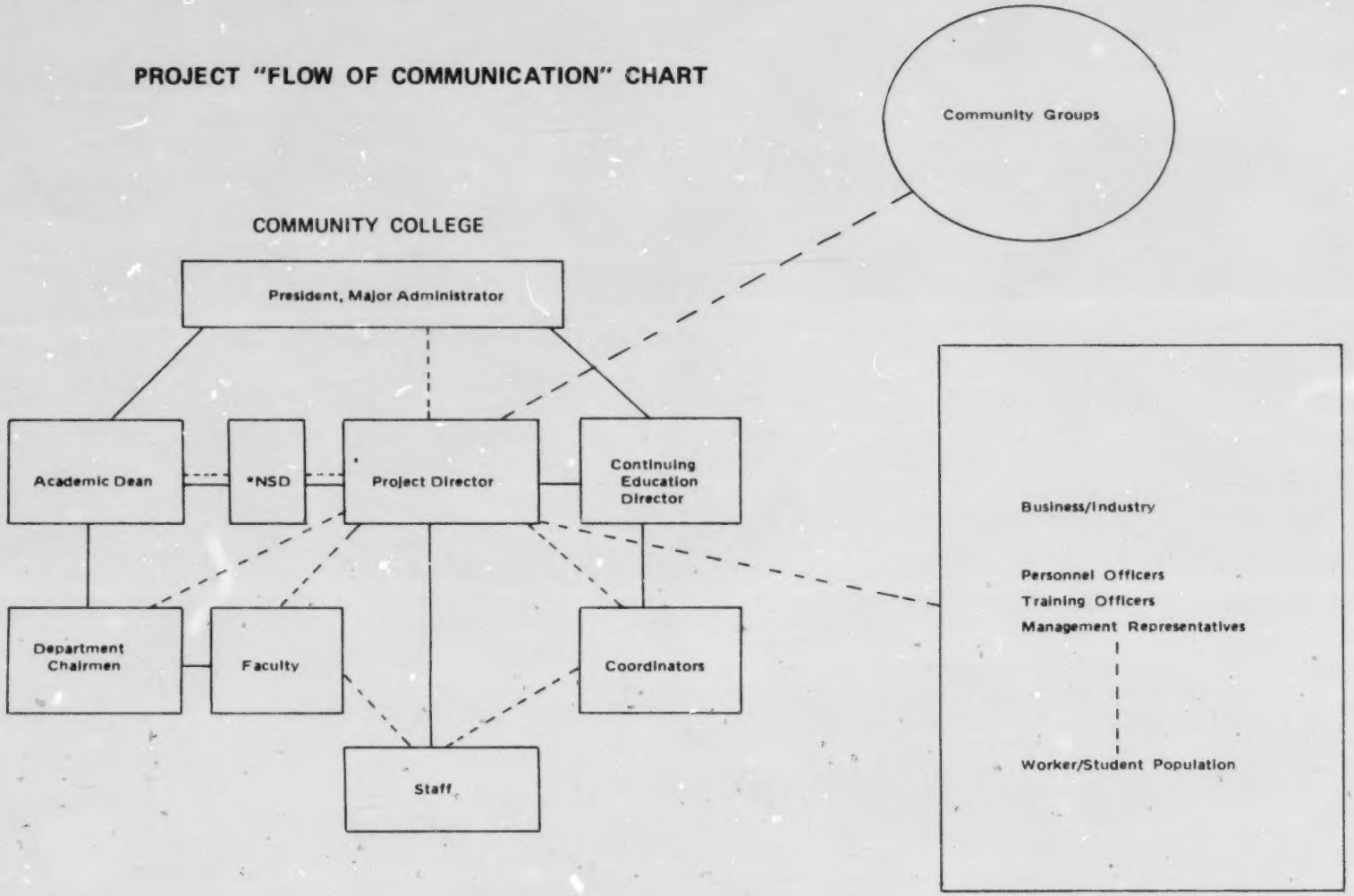
Many industrial employees on shift work are unable to attend college because of schedule conflicts. In addition, many industrial employees fail to find a relevance between their education and their job demands. This project meets both problems: 1) by taking the campus to the plant site itself, and 2) by redesigning course material and instructional methods to work demands.

The applicant certifies to the best of his/her knowledge and belief, that the data in this application are true and correct, and the filing of the application has been duly authorized by the governing body of the applicant.

12. CERTIFICATION BY AUTHORIZING OFFICIAL

Jerry Lee Jones — Name
President — Title
(304) 424-8200 — Phone
Jerry Lee Jones — Signature
31 January 77 — Date

PROJECT "FLOW OF COMMUNICATION" CHART



*Nontraditional Studies Director

Figure 2

FIPSE ACTIVITY TIMETABLE

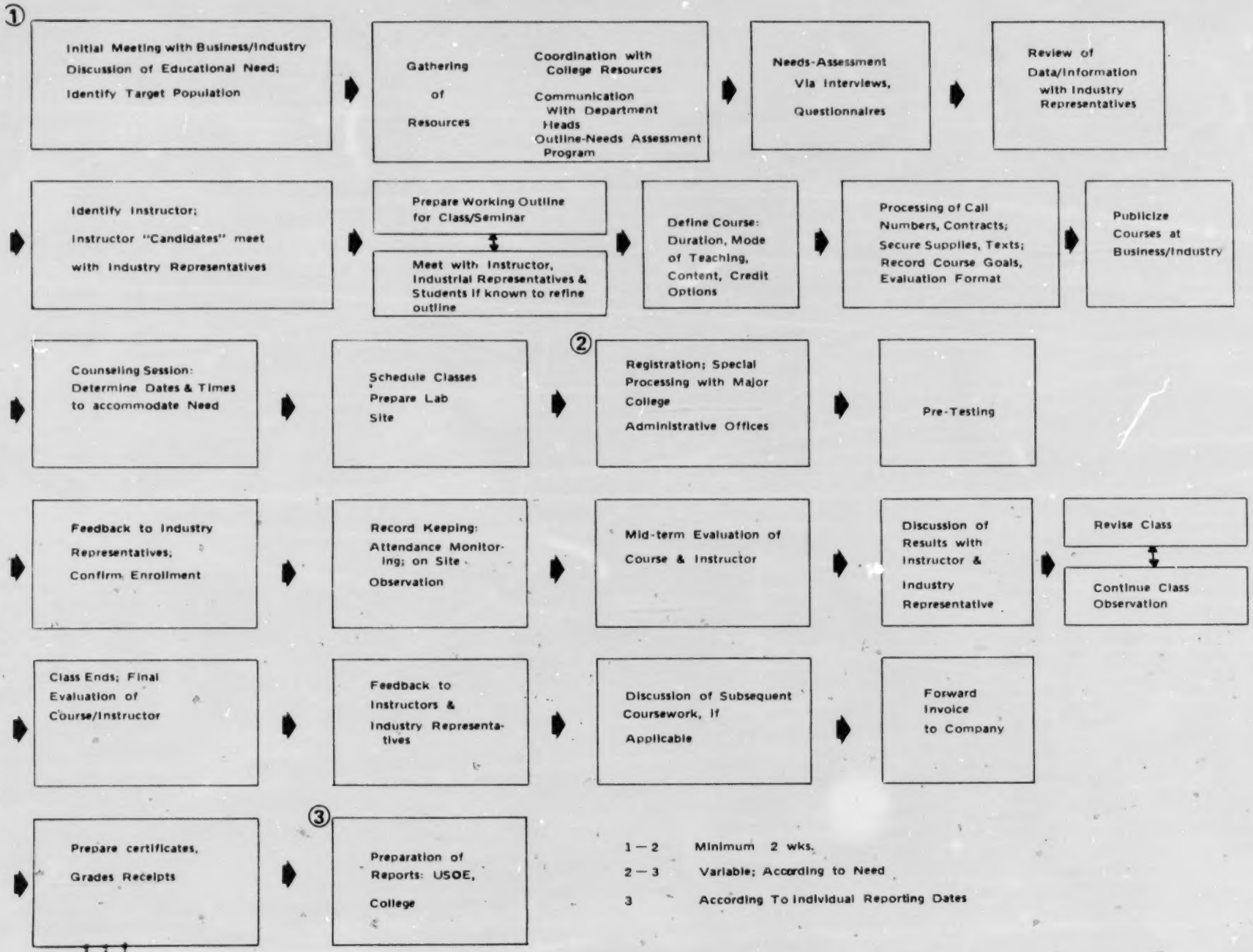


Figure 3

1977-78
Second Semester

FIGURE 4

	#Students College Credit	#Students CEU	#Students Res.	#Students Non-res.	#Students Males	#Students Females
Plant: Sheet Metal Union Local #299						
Arc Welding	16		16		16	
Plant: Shell Chemical						
Maint. Training	(14)		n/a			
Plant: C & P Telephone						
Metrics I		20	20		13	7
Metrics II		1	1		1	
Plant: Borg-Warner						
Speeding Your Reading III						
Speeding Your Reading IV	(7) (8)					
Plant: Walker-Parkersburg *						
Beginning Metrics	2	1	2	1	3	
Basic Accounting	2		2		1	1
Plant: Forma Scientific						
Supervisory Skills		16	1	15	15	1
Plant: City of Parkersburg						
Supervisory Skills Seminar	(17)					
Plant: American Cyanamid						
Report Writing		12	8	4	12	
Totals	20 (46)	50	50	20	75	9

* EET 141 held at Walker-Parkersburg, 9/29/77 to 1/26/78

( ) Indicates no credit desired; contract basis only

FIGURE 5

FIPSE Course Information

1. Course Title: Basic Arc Welding (Welding 121)

2. Brief Course Description:

Topics stressed consist of: safety, striking an arc, running a head, correct machine settings, and welding symbols. Students will progress at their own pace and according to their own abilities.

3. Standards for Evaluation (How will instructor know when course objectives are met?)

Unit tests: two written and two practical tests, mid- and end-of-semester.

_____

Instructor

FIGURE 6

FIPSE Course Information

1. **Course Title:** Maintenance Training

2. **Brief Course Description:**
The program is designed to give technical background and practical skills to industrial plant employees training to be maintenance technicians. Topics include: Blueprint reading, mathematics, electrical maintenance, maintenance fundamentals, welding, electricity and electronics, mechanical maintenance, machine shop practices, rigging and installation , and metalworking.

3. **Standard for Evaluation (How will instructor know when course objectives are met?)**
Evaluation will be based on improved job performance and testing. Trainees will be given pre-tests before each new section and end-of-unit tests. Specific minimum grade levels will be established by the company and trainees will be allowed to re-take end-of-unit tests until a successful score is achieved.

4. **The student should be able to:**

_____
Instructor

FIGURE 7

FIPSE Course Information

1. **Course Title:** Metrics

2. **Brief Course Description:**
This course is designed to make the student familiar with the units of measurement in the metric system, how to convert from one unit of measurement to another in the metric system, estimates of measurements in the metric system and how to convert from a unit of measurement in the English system to a unit of measurement in the metric system. Further, it is designed to use units of metric measurement to calculate the perimeter, area and volume of geometric figures and solids. It can be taken for variable credit (1 or 2 CEU/1 or 2 credit hours). (Prerequisite: to correctly perform the basic arithmetic operations of addition, subtraction, multiplication, and division on whole numbers and decimal numbers.)

3. **Standard for Evaluation (How will instructor know when course objectives are met?)**
Each unit (objective) will be followed by a post-test that is comprehensive. A student will pass the unit only after demonstrating 95% on one form of the unit post-test. The student will receive a grade of Pass or Fail if the course was taken for CEU. A grade of pass will be issued if the student has demonstrated 95% mastery on each unit of the course. The student will receive a grade of A, B, or C if the course was taken for credit. A grade of "A" will be issued if the average of the grades for each unit is in the range 95 - 100%, a grade of "B" will be issued if the average of the grades is in the range 90 - 94%, a grade of "C" will be issued if the average of the grades for each unit is in the range 85 - 89%. The grade for each unit will be determined by averaging all tests taken by the student over that unit.

4. **The student should be able to:**

_____
Instructor

FIGURE 8

FIPSE Course Information

1. Course Title: Speed Reading

2. Brief Course Description:

This course consists of eight sessions designed to improve overall reading efficiency. Instruction and materials focus upon various aspects of reading: obstacles to rapid reading, acceleration techniques, pacing movements, perception exercises, differentiating between reading selections of varying difficulty and comprehension checks.

3. Standard for Evaluation (How will instructor know when course objectives are met?)

   1. Objective: double initial rate of reading with a corresponding comprehension score of 80-100%; check against scores on Student Progress Sheet.

   2. Differentiate between types and difficulty of materials;

      a. student uses SQRR and note-taking skills on difficult reading material.

      b. student shows familiarity with different pacing motions.

   3. Expand peripheral vision, perceive word groups, demonstrate progress on grouping exercises and perception exercises.

   4. Utilize SQRR - improved comprehension scores.

_____

Instructor

FIGURE 9

FIPSE Course Information

1. **Course Title:** Basic Accounting

2. **Brief Course Description:**
The course provides an introduction to the basic accounting concepts and uses of accounting data in the managerial process. Topics include: accounting concepts and principles, financial statements, the basic accounting process for decision making, manufacturing cost, budgeting, financial analysis, planning and control. The course is designed to assist the business/industrial manager in understanding the financial process and how it affects overall production responsibilities.

3. **Standard for Evaluation** (How will instructor know when course objectives are met?)

three examinations

4. **The student should be able to:**

_____
Instructor

FIGURE 10

FIPSE Course Information

1. Course Title: Seminar: Supervisory Skills for Department Managers

2. Brief Course Description:

The seminar is designed as a broad overview for applied skills in management at the departmental level. The areas include:

Developing Skills in The Communicative Process
Motivation Through Communication
The Understanding and Evaluation of "Leadership" Styles
Developing Human Resources
Problem Solving and Conflict Resolution
Employee Counseling and Coaching
Time Management Concept, Inventory, and Personal Goal Establishment
The Manager's Position in the Organization

3. Standard for Evaluation (How will instructor know when course objectives are met?)

The format for the seminar will employ an informal lab-workshop learning environment.

Group discussion resulting from analysis of models, lab work, group problem-solving, self-assessment profiles, and inventories, as well as lecture, will be used.

The methodologies of dialogue, self-assessment profile, and job application prohibit quantitative performance appraisal. However, much time was spent by the instructor in needs assessment and evaluation and a continual monitoring of work behavior and attitude change is followed as will a questionnaire and follow-up study planned.

_____
Instructor

FIGURE 11

FIPSE Course Information

1. Course Title: Report Writing

2. Brief Course Description:

A developmental course designed for students who need help in all areas of writing, to enable students to achieve fluency and precision in writing standard American English. The word, the sentence, and the paragraph are studied intensively (vehicle: the short essay/composition). Special attention is given to the use of the right word in order to achieve clearness, cohesiveness, conciseness, and emphasis.

Some emphasis will be given to the development of practical skills in selection, organization and presentation of data in reports and communications frequently used in business.

3. Standard for Evaluation (How will instructor know when course objectives are met?)

As in English Composition, demonstration of:

1. Proper use of words, dennotative and connotative.
2. Proper sentence structure.
3. Proper paragraph development (letters - memos).
4. Proper use of transition.
5. Ability to use forms to their best advantage (through memo-report-letters).

_____
Instructor

Figure 12-a

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name EET 141 Semester Fall

Instructor Don Nesselroad Date February, 1978

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 5.3 Course is well-organized.
2. 6.3 Course topics follow in logical sequence.
3. 2.5 Course is directed to job needs.
4. 5.5 Course meets individual learning styles.
5. 5.3 Course materials correspond to course content.
6. 4.7 Course materials are practical and useful.
7. 4.3 Class environment facilitates learning.
8. 4.3 Course covers desired subject areas.
9. 2.5 Course assists you in performing daily job more effectively.
10. 3 Course is fulfilling objectives and goals expected.

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Welding Semester Winter

Instructor Keffer Date Wednesday Class

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 2.4 Course is well-organized.
2. 5.1 Course topics follow in logical sequence.
3. 5 Course is directed to job needs.
4. 5.5 Course meets individual learning styles.
5. 4.9 Course materials correspond to course content.
6. 5.4 Course materials are practical and useful.
7. 4.8 Class environment facilitates learning.
8. 6.4 Course covers desired subject areas.
9. 5.5 Course assists you in performing daily job more effectively.
10. 4.9 Course is fulfilling objectives and goals expected.

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Welding Semester Winter

Instructor Keffer Date June 1, 1978 Thursday Section

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 4 Course is well-organized.
2. 4 Course topics follow in logical sequence.
3. 4 Course is directed to job needs.
4. 6 Course meets individual learning styles.
5. 5.5 Course materials correspond to course content.
6. 4.3 Course materials are practical and useful.
7. 4 Class environment facilitates learning.
8. 4.5 Course covers desired subject areas.
9. 5 Course assists you in performing daily job more effectively.
10. 5.7 Course is fulfilling objectives and goals expected.

12d

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

Not enough time and very little instruction

2) Describe any strengths or weaknesses of the program.

Need more time and instruction. The instructor was very good but was limited by Shell by the time and amount of material he was expected to cover.

3) How would you rate the instructors for the program? Explain.

Very good but not enough time to do any instruction.

4) Describe your reaction to the program's materials.

Material was good.

12e

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

Not enough time for details.

2) Describe any strengths or weaknesses of the program.

Time

3) How would you rate the instructors for the program? Explain.

Instructor could not explain with allotted time.

4) Describe your reaction to the program's materials.

12f

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

Not enough time alloted for questions and answers, expected to go through the course too fast.

2) Describe any strengths or weaknesses of the program.

3) How would you rate the instructors for the program? Explain.

Above average. Felt he would and could have taught us more but was limited by time.

4) Describe your reaction to the program's materials.

Not enough HOW to repair materials.

12g

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

No. Not enough time for instructor to explain things not understood in reading materials.

2) Describe any strengths or weaknesses of the program.

Lab should be included along with reading material not 6 months later. Need more instructions in reading prints.

3) How would you rate the instructors for the program? Explain.

Good.

4) Describe your reaction to the program's materials.

Good.

12h

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

I feel we needed the 2 hour study period, which we got, but also needed an hour of lecture added to the 2 hours.

Also, program should meet veterans qualification to receive benefits but did not.

2) Describe any strengths or weaknesses of the program.

Very good program except no time set aside for lecture.

3) How would you rate the instructors for the program? Explain.

Three of them were very adequate and one was under adequate. It appears the under adequate instructor was very insecure.

4) Describe your reaction to the program's materials.

Very good but at times felt material was more for review by an engineer instead of a student.

12i

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

No. I don't believe all was gotten from the material that could have been.

2) Describe any strengths or weaknesses of the program.

Strength = good material
Weakness = course covered too fast-Instructor not permitted to really instruct, only used as a person to answer questions.

3) How would you rate the instructors for the program? Explain.

Very good but tend to strayfrom book material and time schedule did not allow for this.

4) Describe your reaction to the program's materials.

Material was very good however I feel more hands-on use of material studied would have been very helpful.

12j

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

If no, why not?

Can not get much information from reading a book if you have never seen what you are reading about.

2) Describe any strengths or weaknesses of the program.

Not enough time for instructor to explain what we are reading.

3) How would you rate the instructors for the program? Explain.

Excellent. Would make a very good instructor if he was allowed to teach a class.

4) Describe your reaction to the program's materials.

Good. On the part that we have actually seen and worked on.

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

No.

If no, why not?

We covered too much material in too short of time. Too much book work without any hands-on training.

2) Describe any strengths or weaknesses of the program.

Weakness noted in #1 above.

The books are well suited for the class if we were allowed the time for discussion of the material.

3) How would you rate the instructors for the program? Explain.

Instructors seems capable but useless due to time situation.

4) Describe your reaction to the program's materials.

Material good if there was time to go over it and discuss what is not understood.

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

Yes, but more study and explanation. Time was needed.

If no, why not?

2) Describe any strengths or weaknesses of the program.

Strength = good instructor
Weakness = not enough classroom time

3) How would you rate the instructors for the program? Explain.

(#1) good instructor, knowledgeable, but not given time to properly relay his knowledge.

4) Describe your reaction to the program's materials.

Theory and hands-on training needs to be closer related.

12m

Evaluation Form

Maintenance Training - Shell Chemical

Please respond briefly but honestly to the following questions regarding the Maintenance Training course offered through Parkersburg Community College. The evaluation responses will be used to improve new programs.

1) Is the program meeting your needs or expectations? If yes, how so?

No

If no, why not?

Should have some lab or actual equipment to work with instead of reading in a book and never seeing any of the equipment you are reading about.

2) Describe any strengths or weaknesses of the program.

You can only imagine so much from reading a book, it would be very helpful to see at least some of the equipment you are supposed to be learning about.

3) How would you rate the instructors for the program? Explain.

O.K. should have more time to cover the materials given them.

4) Describe your reaction to the program's materials.

Books good -- need lab work

12n

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Speeding Your Reading Semester 2nd

Instructor Amy Suite Date March 30, 1978

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 5.8 Course is well-organized.
2. 5.6 Course topics follow in logical sequence.
3. 4.6 Course is directed to job needs.
4. 4.6 Course meets individual learning styles.
5. 6 Course materials correspond to course content.
6. 6.2 Course materials are practical and useful.
7. 5 Class environment facilitates learning.
8. N/A Course covers desired subject areas.
9. 4.6 Course assists you in performing daily job more effectively.
10. 5.6 Course is fulfilling objectives and goals expected.

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Speed Reading Semester Spring

Instructor Glenn Jones Date May 25, 1978

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 6.4 Course is well-organized.
2. 6.2 Course topics follow in logical sequence.
3. 4.8 Course is directed to job needs.
4. 5.6 Course meets individual learning styles.
5. 6.2 Course materials correspond to course content.
6. 6 Course materials are practical and useful.
7. 6 Class environment facilitates learning.
8. 5.8 Course covers desired subject areas.
9. 5.8 Course assists you in performing daily job more effectively.
10. 6.4 Course is fulfilling objectives and goals expected.

Ind-Camp Course/Instructor Evaluation Form
(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Basic Accounting Semester Spring

Instructor Tom Weyer Date May 31, 1978

In the blank space provided, please write the number that best describes your judgment of the Course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to Judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 7 Course is well-organized.
2. 7 Course topics follow in logical sequence.
3. 7 Course is directed to job needs.
4. 7 Course meets individual learning styles.
5. 7 Course materials correspond to course content.
6. 7 Course materials are practical and useful.
7. 7 Class environment facilitates learning.
8. 7 Course covers desired subject areas.
9. 7 Course assists you in performing daily job more effectively.
10. 7 Course is fulfilling objectives and goals expected.

12q

Evaluation of Supervisory Communications

Forma Scientific

February 27 and March 6

Please complete the following information on the communications section of the supervisory seminar. Circle the selected rating on the scale provided. Additional comments in any area are desirable.

1) The instructor appeared informed on the topic.

Informed						Uninformed
1	2	3	4	5	6	7

1.9

2) The instructor presented the information in a clear, understandable manner.

Understandable						Not Understandable
1	2	3	4	5	6	7

1.6

3) The instructor touched upon key areas of information of importance to supervisors.

Important						Unimportant
1	2	3	4	5	6	7

1.6

4) The instructor provided useful information to the supervisors.

Useful						Not Useful
1	2	3	4	5	6	7

1.4

5) The instructor appeared competent in explaining and delivering the information

Competent						Incompetent
1	2	3	4	5	6	7

1.6

6) The format of the series was effectively paced for the time period allotted.

Too Much Information			Proper Amount Covered			Too Little Information
1	2	3	4	5	6	7

3.1

7) Instructional hand-outs provided practical information which reinforced the presentation.

Useful — Not Useful
1 2 3 4 5 6 7

2.1

8) Visual materials stimulated interest in the content of the presentation.

Stimulating — Not Helpful
1 2 3 4 5 6 7

2.1

9) The presentation seemed to identify the roles and communication problems of supervisors.

Identified — Did not identify
1 2 3 4 5 6 7

1.8

10) The content of the seminar seemed to stimulate awareness and helped me personally

Helpful — Not Helpful
1 2 3 4 5 6 7

1.8

11) Overall rating of communication presentation:

Valuable — Not Valuable
1 2 3 4 5 6 7

1.7

Excellent — Poor
1 2 3 4 5 6 7

2.0

12) What other areas of concern could be covered in future communication seminars?

Comments:

Evaluation of Supervisory Skills

Forma Scientific

March 13, 20 and April 3

Please complete the following information on Mr. Randy Roberts' section of the supervisory seminar. Circle the selected rating on the scale provided. Additional comments in any area are desirable.

1) The instructor appeared informed on the topic.

Uninformed						Informed
1	2	3	4	5	6	7

5.1

2) The instructor presented the information in a clear, understandable manner.

Not Understandable						Understandable
1	2	3	4	5	6	7

3.9

3) The instructor touched upon key areas of information of importance to supervisors.

Unimportant						Important
1	2	3	4	5	6	7

3.6

4) The instructor provided useful information to the supervisors.

Not Useful						Useful
1	2	3	4	5	6	7

3.4

5) The instructor appeared competent in explaining and delivering the information.

Incompetent						Competent
1	2	3	4	5	6	7

3.9

6) The format of the series was effectively paced for the time period allotted.

Too little Information						Too Much Information
1	2	3	4	5	6	7

4.1

7) The presentation seemed to identify the roles and problems of supervisors.

Did not Identify						Identified
1	2	3	4	5	6	7

3.6

8) The content of the seminar seemed to stimulate awareness and helped me personally.

Not Helpful						Helpful
1	2	3	4	5	6	7

2.6

9) Overall rating of presentation:

Not Valuable						Valuable
1	2	3	4	5	6	7

3.2

Poor						Excellent
1	2	3	4	5	6	7

3.4

10) Comments:

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes, and any additional insight helps.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   The concepts were certainly applicable.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   My colleagues seemed confused. They apparently do not need to write in the manner that I am required.

4. Did you find having the supervisors evaluate the writing helpful? Were you comfortable in this "evaluation situation'?

   Most of us attending were uncomfortable

5. Did you find the final session helpful?

   Yes. The teaching technique uncovered a typical and very common problem of the editing techniques.

6. What was the major strength of the course?

   It came to grips with a very difficult and peculiar problem that only gets talked about in other type sessions.

7. What was the major weakness?

   The scope was too broad. Writing needs are too divergent. If writing techniques were narrowed down to a particular need to communicate, more breakthrough in the area of improved writing could result. The teaching aim needs more definition.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes, but only slightly because this course was limited in time and scope.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   I have not had many occasions to use this information. Eventually, I think the material from the first lecture will be quite useful.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   No, not significantly. Some comments were made, but not many.

4. Did you find having the supervisors evaluate the writing helpful? Were you uncomfortable in this "evaluation situation"?

   This was probably the optimum session. The purpose of these classes, as I understand it, was to learn to write letters which our supervisors could understand and read easily. I think this feedback was necessary.

   I was comfortable.

5. Did you find the final session helpful?

   I think that all of the sessions were helpful.

6. What was the major strength of the course?

   The major strength was being able to discuss and critique the writing and writing samples. Feedback was also important.

7. What was the major weakness?

   I can not identify any major weakness.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes, somewhat. It has helped me to organize my writing and has given me a fresh viewpoint. However, the course was too short and too divided for much real help.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   The first lecture wasn't much help. The planning worksheet, and the stages of problem-solving formats required more time to prepare than most of my reports.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   Having colleagues read my writing was only helpful in the fact that I was able to read theirs and get new ideas.

   Having the instructor read my writing was more helpful, but the time was too short for much discussion of particular problems.

4. Did you find having the supervisor's evaluate the writing helpful? Were you comfortable in this "evaluation situation"?

   Yes. The supervisor's criticisms would have been more meaningful had they been more specific.

5. Did you find the final session helpful?

   Yes. This final session may have been the most helpful of all. The list of phrases and the problems will make good references.

6. What was the major strength of the course?

   The course allowed us to spend some time at least thinking about our writing and examining some of the major flaws.

7. What was the major weakness?

   The group's requirements were too diversified to cover in the time allotted. Also, due to the diversity, the instructors statements were too generalized for application.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   I feel sure that it will improve.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   Yes, but less helpful than the others.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   Not applicable. Unfortunately, I was absent that day.

4. Did you find having the supervisors evaluate the writing helpful? Were you comfortable in this "evaluation situation"?

   Yes, but they should have been better prepared. Their opposite viewpoints were helpful.

5. Did you find the final session helpful?

   Yes. More exercises similar to the one done here would have made the course more beneficial.

6. What was the major strength of the course?

   Enthusiastic instructors

7. What was the major weakness?

   Conversations by some of the students not relevant to subject matter was distracting.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes, I would. I have been made aware of the pitfalls of using sentence structure that is so complicated that reports become incomprehensible.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   The first lecture provided a way of plotting the strategy necessary for report writing. The strategy is extremely helpful to me as a writer.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   Yes, I did. My colleagues stated that my reports contained sentence structure more complex than necessary.

4. Did you find having the supervisors evaluate the writing helpful? Were you comfortable in this "evaluation situation"?

   Yes, I did. I was comfortable in the situation and would appreciate more feedback of this sort.

5. Did you find the final session helpful?

   Yes, I did. The final session provided tactical means to accomplish the strategy of report writing that was taught in previous sessions.

6. What was the major strength of the course?

   The major strength of the course was its ability to teach the proper planning necessary in effective report writing. The course also made evident the lack of feedback available to the writer.

7. What was the major weakness?

   The course was too short to allow complete teaching of tactics to be used in writing.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes my writing has improved. The course has helped me to think more about what to write and to be aware of my readers.

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   The first lecture was helpful as I enjoyed the exercise "Lost on Moon". The exercise made you think of the contents. The concepts were applicable to my writing. I was using long meaningless sentences, and not being aware of my readers.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   No I didn't benefit much from having my colleagues read my writing. I couldn't critique other colleagues writing.
   I did benefit greatly from the instructor comments on my writing. The corrected report I can use as an example and to keep in mind (activity, finding, and importance) as a format to use in a report.

4. Did you find having the supervisors evaluate your writing helpful? Were you comfortable in this "evaluation situation"?

   Was absent, can't comment.

5. Did you find the final session helpful?

   The final session was helpful as I could edit other writings. This will be helpful as I go back to reread my own writing.

6. What was the major strength of the course?

   A good report should be as brief as possible, geared to the readers, have good format, and be clear.

7. What was the major weakness?

   What kind of writings does the company prefer? More in-depth talks about inductive and deductive writing.

12y

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course.?

   No

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   No
   Very slightly

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   They did not. I turned in several examples to Carl Buttrey before the course but they were not presented at the course.
   No- they did not comment on my writing.

4. Did you find having the supervisors evaluate your writing helpful? Were you comfortable in this "evaluation situation"?

   No- none evaluated mine
   Yes- They were not discussing my writing

5. Did you find the final session helpful?

   No. I have been doing what was presented for many years.

6. What was the major strength of the course.

   Interesting talented instructors.

7. What was the major weakness?

   Lack of a teaching of a principle. Application of the principle by the student. Critique by the teacher sequence.

EVALUATION FORM

Please answer the following in detail:

1. Would you say that your writing has improved as a result of this course?

   Yes, opened ideas to be considered before jumping in to write something

2. Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

   In some respects. The planning work sheets may be helpful in some instances, mainly where the writing receives local circulation.

3. Did you benefit from having your colleagues read your writing? Did you benefit from having the instructor read your writing?

   Chemist-Engineer composition made it difficult to critique
   Minor

4. Did you find having the supervisors evaluate the writing helpful? Were you comfortable in this "evaluation situation"?

   Evaluations of this type always put writer "on the defensive" when he feels the work was good.

5. Did you find the final session helpful?

   Added some food for thought.

6. What was the major strength of the course?

   Gave us some items to consider when starting a piece of writing.

7. What was the major weakness?

   Inability to provide specific solutions (not the fault of the course).

EVALUATION FORM

Please answer the following in detail:

1) Would you say that your writing has improved as a result of this course?

My writing has the potential of improving as a result of the principles reviewed in this course. The material presented in this course provides a good refresher for previously learned principles as well as presenting good reference material for guidelines to follow when preparing a technical presentation.

2) Did you find the first lecture helpful? Did you find the concepts applicable to your writing?

The first lecture presented material that was excellent for preparing and organizing your material prior to writing a report. The concepts are applicable to all types of writing because the principles can be adapted for use on a short note or formal technique report.

3) Did you benefit from having your colleagues read your writing? Did you benefit from having your instructor read your writing?

There was considerable differences in the types of monthly reports prepared. This made it difficult for colleagues working in different functions to relate to the type of writing prepared by an individual working at another function. Discussion with the instructor revealed how someone not familiar with the material would react.
I think the time could be better used doing some basic writing on common subject material.

Evaluation Form, Cont'd.

4) Did you find having the supervisors evaluate the writing helpful? Were you comfortable in this "evaluation situation"?

This could be a signigicant factor in the course if each individual could be evaluated by his supervisor. It would not be necessary for all supervisors to be present but only to have the report submitted to the supervisor for his review and comments.
This evaluation can be uncomfortable because not many supervisors have taken the time to review the employee's writing and many times it will cause the supervisor to try and put in words that he really wants presented.

5) Did you find the final session helpful?

The final session presented material which should be very helpful to me. One of my major problems in writing is preparing a concise accurate report.

6) What was the major strength of the course?

A review of the principles of writing. After many years of developing bad habits in writing, this course provides the guidelines necessary to review the material you are preparing and eliminate many problem areas. Instructor Amy Suite presents the material well in an off-campus industrial environment.

7) What was the major weakness?

The diverse functions of the individuals presented in the class and the significant differences in the methods of preparing written material weakened the course. Class should be composed of individuals with similiar interests or the material prepared should be on common subject matter.

March 14, 1978

Ms. Amy Suite
Parkersburg Community College
Box 71
12919
Parkersburg, W. V. 26101

Dear Amy:

Subject: Industrial Electricity 141

The class really needed basic first. When EET141 is taught at PCC Basic Electricity 115 is a prerequisite. I tried to cover basic in five weeks but that was too quickly for an average group. The class really didn't want a college level course, although one person required ti to go along with other courses. They would have preferred the necessary basic to understand home wiring, appliances, and auto electrical circuits.

A pre-test was given and repeated at the last session. The first test was zips for everyone. The test at the conclusion was a disappointing 60% average.

One of the students had had EET115 at PCC. He had as much trouble as the others in the basic we covered in early sessions.

The student with the least previous training did as well as the others. He also attended every class and showed the most interest.

Toward the close of the course we tried to cover some material they wanted such as auto ignition systems, auto battery charging systems, home door bells and some home appliances (dryers, ranges, and furnances).

The course did cover the material outlined for EET141. I'm sorry the material covered wasn't what the group was expecting. A fair amount of study and understanding of principles is necessary to competently cover even home wiring, appliances and auto electrical systems.

Sincerely,

Don Nesselroad
Rt. #6, Box 166
Parkersburg, W. V. 26101

13b

Evaluation: June 1, 1978

Subject:

Sheet Metal Welding Training School

Not enough cooperation with getting supplies:

example:

late deliveries on argon and gasses used in mig and tig welding

poor cooperation in receiving supplies (miscellaneous) in order to perform duties as welding instructor

Not enough hand tools to maintain equipment; too many malfunctions of welding machines and not enough cooperative maintenance on the machines.

No proper instructional area or training aids available.

No restroom facilities or telephone available in case of emergency.

No coordinated goals between Parkersburg Community College and apprentice-ship training program. There is poor communication between the two in general.

Heating and cooling methods are very poor. Some alternative method should be previously arranged before beginning a new semester in this trailer.
example:

use of college classroom facilities and training aids.

In any welding course I believe that a cutting torch and cutting coupons should be available for instructional use. In this classroom no cutting torch is available nor is any space available for instruction in the use of a cutting torch. No basic welding class is complete without instruction in the use of a cutting torch; example - safety and preparation of coupons.

This trailer, I believe, would have a lot of value as a welding training school with the proper guidance and communication with Parkersburg Community College or another competent school.

R Kepl...

160

13c

MEMORANDUM June 12, 1978

TO: Amy Suite, FIPSE Director

SUBJECT: Summary Report of Course Work

FROM: W.H. Ferguson

In answer to your memorandum dated July 17, 1978, I have the following feedback:

1) Success: I would have to wait as it takes time to find out just how much of the information the men will put to use in their every day problems at the plant.

2) Problems: As far as I am concerned their were no problems. Mr. Pease and the Shell plant were very cooperative and did everything to make my teaching easy. The men also were cooperative and put a good effort in learning all material.

3) As For Suggestions: I have only one, time. In some lessons it was too short for the material I realize that increase in time might create a problem in the future. However, lessons on, D.C. motors, Trouble-shooting, and Schematics were excellent and more time could be allowed for the men to fully understand all the information

MEMORANDUM August 1, 1978

TO: Maria Sutej

FROM: Sharon Graham SG

RE: Report on Metric Course Held at C & P Telephone Company of Beckley and Walker-Parkersburg.

Strengths

The independent study mode of instruction provides more flexibility for the student than individualized instruction. It allows students to work on their course materials completely based on their own schedule. I feel that this adds to students working through the objectives much more quickly than in a classroom based course. For the self-motivated student this is a major strength. Surprisingly the students were able to work through the objectives in a short length of time and still maintain a high level of mastery (95%). I attribute this success to the course design and materials, not the instructor.

The course was planned to operate on an independent study bases. It achieves this objective. The objectives are very clear and behavioral. The materials support the objectives quite well. They contain a sufficient number of examples and exercises. Student performance on the unit tests indicate that the materials are self-instructing.

Problems

Only one-half of the students completed the course. I feel that there are several contributing factors.

1) The students who did not complete the course are not highly self-motivated. They would respond to more personal contact with the instructor.

2) Both courses began with poor organization. The course at C & P Telephone Company began with a meeting designed to determine student needs and to register students. This meeting was held in mid November. As a result of the closeness to the holidays it was recommended that the course not begin until mid January. I feel that this delay caused many students to loose interest in taking the course. The couse at Walker-Parkersburg began under confused conditions. No meeting time had been set. Also the course began the day the plant was closed due to the lack of fuel.

3) As the instructor I did not regularly directly contact the students to prompt them in the course. My contact with the students was by mail.

Recommendations

I feel that the problem of student completion could be improved by the following suggestions.

1) Hold two organizational meetings. The first designed to assess the student needs. After this meeting the course should be designed as quickly as possible. A second meeting should be held to familiarize the students with the course and then to register the students for the course. This meeting should also be used to get the students started in the course.

2) All follow-up with the students should be handled by telephone not by mail. I feel this personal contact with the instructor may help those students who need encouragement and reinforcement from the instructor.

3) The instructor should travel to the plant site at least once a month to provide one-to-one instruction for those students who need verbal help with the course.

I realize that the last suggestion in many ways detracts from the concept of independent study. However, if this is the only mode in which the course is being offered there will be students registered in the course that cannot succeed on an independent study basis. This meeting with the instructor may help overcome some of this problem.

13e

MEMORANDUM JUNE 5, 1978

TO: Amy Suite, FIPSE Director

FROM: Tom Weyer, Accounting instructor for Walker Parkersburg course

SUBJECT: Course Overview

The accounting course at Walker Parkersburg ended on May 31, 1978.

Of the 10 people who intended on participating in the class, 8 attended the first two sessions, and then as the test date approached, the class decreased to two. The two students who completed the course were Sherry Barker and Doug Lyons.

In as much as students were taking the course for credit, the program was designed to require homework and testing as done on campus. I was aware that some of the students that dropped previously had accounting 111 and were taking the course as a refresher prior to attempting accounting 112. However, a significant number that dropped had no previous accounting and I believe they were taking the course primarily to just understand accounting a little better.

As an observation, I believe the causes of the withdrawals were:

1. the reluctance to fulfill the study requirements of a course given for credit.
2. the companies demands on employees time, including travel and overtime.

It is my understanding that the purpose of the FIPSE program was to provide educational programs to area industries. I do not believe the specific purpose was to provide college credit. In following this premise, I would suggest the program be developed by

1. consolidating several area companies into one teaching unit and rotating the class location from one company to another.

2. not offering the course for credit, but rather designing the preparation on a seminar basis to run for a 5-6 week period.

3. the course should not be designed to make accountants, but rather one that will enable the employee to review financial data objectively, with some understanding on how it was put together and how it can be used for decision making.

If such a development is undertaken, I would be most interested in assisting in the preparation.

cs

TEWeyer

13f

MEMORANDUM June 5, 1978

TO: Amy Suite, FIPSE Director

FROM: Richard J. Schulte RJS

SUBJECT: Report of Course Work at Cyanamid

In general the course work at Cyanamid worked well, and the general design of the course seemed to be effective: the introductory lecture, the readings, criticism, completion. But I would suggest these changes:

a. Combine the first and last sessions or make them sessions one and two.

b. Have students prepare reports in advance and xerox them (3 copies) for the reading sessions.

c. Provide time for immediate discussion of and reaction to the supervisor's comments.

To a great extent the problems which we had were the result of lack of experience. We did not know how the group would respond, and this made budgeting class time difficult (Who would have expected the editing exercises to be so difficult?). We also did not know each other as teachers, and team teaching is very difficult. Things worked very well despite our lack of experience.

SHELL CHEMICAL COMPANY
A DIVISION OF SHELL OIL COMPANY
P. O. BOX 235
BELPRE, OHIO 45714

June 27, 1978

Parkersburg Community College
Route #47
Parkersburg, W. Va. 26101

Attention Amy Suite, Director
FIPSE Ind-Camp Project

Gentlemen:

This is in reply to your letter of June 2, 1978 requesting information relative to the Ind-Camp project with Shell Chemical Co. at Belpre, Ohio.

I. Evaluation of Industrial Campus-activity Shell Chemical Co./Parkersburg Community College.

1. The course content in Maintenance Training was aligned with emphasis on current specific needs of our plant.

2. The presentation was effected within our preferred time schedule.

3. Although the material, and method of presentation were new to this location, the targeted objectives were close to the actual results. There are no plans at this time to change any of the format.

4. The project personnel at Parkersburg Community College effectively handled the screening activities, solicitation of suitable instruction and scheduling in a timely manner.

5. While the true extent of retained knowledge will be demonstrated during the on-the-job training phase of training over an extended period of time, there is encouraging evidence of skill improvement.

6. It is felt that the use of Industrial Campus service has permitted reassignment of supervisory personnel who normally handle training assignments.

II. In the tight time demand situation for personnel that we enjoy, and the continuing need to upgrade skills, the availability of qualified instructors is an asset to the company.

III. It is projected that our requirements for the Industrial-Campus service may expand fall 1979.

Should you require additional information, please advise.

Yours very truly,

G. W. Pease

G. W. Pease
Maintenance Training Coordinator
Shell Chemical Company

Ind-Camp Project Evaluation

Sponsoring Business/Industry/Other: Borg Warner

Instruction site: Borg Warner

Courses offered: Speeding Your Reading

Date: Winter 1977-78

I. Evaluation of Ind-Camp activity:

Please address the following areas in your summary report and include any additional comments.

1. Course content(s) met the presented business/industry need(s).

2. Course(s) accommodated the time frame required by the business/industry.

3. Effectiveness of instruction--teaching style, job-related objectives, materials used.

4. Administrative support from project personnel--communications, planning, scheduling, expediting.

5. Employees' reaction to course(s) offered, instructor(s) provided and to project in general.

6. Improvement in student skills, potential for furthering education and personal enrichment.

7. Overall evaluation of Ind-Camp service.

I. Evaluation of Ind-Camp activity:

1) Modifications to program to meet specific needs of our people in terms of the type of reading material they are involved with has helped effectiveness of program. Content now seems to be appropriate.

2) Willingness of PCC personnel to adapt schedule to our needs has been a real plus. We had trouble finding a good schedule for the program, but seem to have solved that situation. The problems was BWC's not PCC's.

3) Amy has done an excellent job and has been held in good esteem by participants. Her interest in producing results has been a positive attitude. Getting Glenn involved in material design and conducting a program at our location so as to insure continuity was an excellent step. Style, objectives, and materials are an target.

4) Very good cooperation here. Ability of college personnel to change locations and revise schedules was very helpful. Got all the cooperation and support we asked for.

5) Measurable improvement has resulted by end of program - long term extention unknown.

6) The cost of this program as offered to us has made its cost/benefit mix extremely good for BW Chemicals. We are certainly getting our money's worth and much more. Much of the success of this program can be attributed to the good work of its Director, Amy Suite.

II. Impact of the Ind-Camp Project at your business/industry:

Difficult to assess any widespread organizational benefit since program is individually focused. Individuals have demonstrated significant improved competence at the end of each program based on a pre-test and post-test results.

Of special interest to me was the college's ability to offer a program of quality since this is out first real joint venture through FIPSE. We need to continue to use resources of the college, but programs must be of high quality to be accepted at Borg Warner by its employees - they are a "picky" audience. The Reading program was a good start which well enable us to continue if it has "bombed" we would have had a difficult time convincing people at BWC of the value of future college conducted programs.

III. Future planning directions with the Ind-Camp Project:

Continue to offer "Speeding Your Reading" on a less frequent basis; probably 2 or 3 sessions between September 78 and June 79. Demand for the program has been largely satisfied.

Initiate a program on business and technical writing beginning before the end of 1978. Offer the program in a format/schedule similar to the Reading Program. I will need to have discussion with the PCC Program coordinators beginning by July 15 in order for us to properly plan this program.

Possibly initiate a program for secretaries and other clerical personnel in late 1978. This program very speculative at this time.

Don Barkman

WALKER PARKERSBURG TEXTRON

Paul Arvidson
Industrial Relations Manager

Walker Parkersburg Division of Textron Inc.

620 Depot St.
Parkersburg, W.Va. 26101
304/485-1611

July 14, 1978

Parkersburg Community College
Ms. Maria Sutej, Director
FIPSE IND-CAMP Project
Route 47
Parkersburg, WV 26101

Dear Ms. Sutej:

Pursuant to Amy Suite's letter of June 2, 1978 I have written a brief report (attached) on various aspects of the IND-CAMP Project at Walker Parkersburg Division of Textron Inc.

I have not attempted to answer number III. of the end-of-year evaluation but, when you have a chance I think we should thoroughly discuss it.

Mr. Sullivan and I are glad to hear of your recent promotion and we wish you success.

Very truly,

Paul

Paul Arvidson
Industrial Relations Manager

PA:mrt

Attachment (1)

I. Evaluation of IND-CAMP activity:

Although difficult to determine, because of limited enrollment, the courses offered during the last semester generally met the needs of Walker Parkersburg. The participants in these courses undoubtedly have increased their overall efficiency.

There was no time frame required for completion of the two courses.

The limited enrollment in these courses probably lended to more individual learning experiences. Film material used in the accounting course was not considered helpful by some of the students.

Support from the art department at PCC was helpful in our efforts to advertise and promote the project.

As in the past, the incentive developed through IND-CAMP to continue one's education is one of the real pluses of the program. We know of at least one more student who participated in this last semester that has expressed a desire to continue their college education.

Because of the limited number of courses and participation during this last semester it is difficult to measure direct impact, but the project will obviously benefit both student and employer in the long run.

II. Impact of the IND-CAMP at Walker Parkersburg Division of Textron:

Acceptance by higher management level people has been good, but at present there is concern that student participation will continue to be of the level that will make the project worthwhile.

During this last semester we experienced a decline in employee interest which will have to be turned around if the program is to continue as a successful program.

14d

End-of-Year Evaluation

Sponsoring Business/Industry/Other: American Cyanamid

Instruction site: American Cyanamid

Courses Offered (Ind-Camp, Winter 1977-78):

Report Writing

I. Evaluation of Ind-Camp activity:

Please address the following areas in a summary report, and include other areas desired. Please use the attached sheets for sections I, II, and III, as labeled.

1. Course content(s) met the presented business/industry need(s).
2. Course(s) accommodated the time frame required by the business/industry.
3. Effectiveness of instruction—teaching style, job-related objectives, materials used.
4. Administrative support from project personnel—communications, planning, scheduling, expediting.
5. Improvement in student skills, potential for furthering education (if desired), personal enrichment.
6. Overall evaluation of Ind-Camp service.

II. Impact of the Ind-Camp Project at your business/industry:

III. Future planning directions with the Ind-Camp Project (if any):

I. Evaluation of Ind-Camp activity:

1. Course contents met the need of technical personnel in writing of reports in the industry.

   Learning to write short concise reports per supervisors request was the present need.

2. The time frame was perfectly planned with the availability of student.

3. Instructions were very effective and students responded excellently with the instructors.

4. Administrative support from project personnel was excellent.

5. Improvement in student skill would be over a long period of time, but students responded and indicated improvements.

6. This instructional program consisted of excellent planning and a great deal of work went into the planning.

   We received excellent work from the instructors.

II. Impact of the Ind-Camp Project at your business/industry:

The impact to be measured in time. The students gave a favorable report to the course and we have great expectations in the long range impact on the student.

III. Future planning directions with the Ind-Camp Project (if any):

We are considering another program at a later date.

1978-79
First Semester

Figure 15

	#Students College Credit	/CEU	#Students Res.	/Non-res.	#Students Males	Females
Plant: C & P Telephone Basic Typing		11	9	2		11
Plant: Camden Clark Hospital Communication Skills		23	21	2		23
Plant: Shell Chemical Maint. Training	(8)		n/a		8	
Plant: Kaiser Aluminum Communication Skills	38		32	6	3	35
Plant: Corning Glass Indust. Fire Safety		23	21	2	23	
Totals	38 (8)	57	83	12	34	69

( ) Indicates no credit desired, contract basis only

Figure 16

FIPSE Course Information

1. Course Title: Refresher Typing

2. Brief Course Description:

This course is designed for the employees of the C & P Telephone Company who wish to improve themselves on the job by taking the company typing employment test. The contents of the course will include: improving typing speed and accuracy, reviewing and practicing how to type numbers and symbols, centering problems, making corrections, simple tabulations, business letters, and manuscripts. The course will meet for seven weeks and meet two hours each week.

3. Standard for Evaluation (How will instructor know when course objectives are met?)

a. Five-minute timed writings to show increase in typing speed and accuracy.

b. Problems--typed to show understanding--consisting of business letters, manuscripts, centering problems, and tabulations.

4. The student should be able to:

a. Type with increased speed and accuracy.

b. Type numbers and symbols properly.

c. Type tabulation problems, center material on a page, type business letters, and type manuscripts.

d. Correct errors properly.

Anthony V. Grimes
Instructor

FIPSE Course Information

1. Course Title: Communication and Interpersonal Skills for ~~Administrative Assistants and Executive~~ Secretaries
Applied Professional Skills for Secretaries

2. Brief Course Description:

The course is designed as a comprehensive overview of communication skills used in office situations. The format will employ an informal lab workshop learning environment. Group discussion resulting from analysis of models, lab work, group problem solving, role playing, self assessment profiles, and inventories, as well as lecture, will be used. Topics include: the centrality of community in an industrial setting, applied written skills, effective oral communication, listening skills, non-verbal behavior, human relations, and problem solving and conflict resolution.

3. Standard for Evaluation (How will instructor know when course objectives are met?)

Self-evaluation and personal assessment of performance and learning will be considered by instructor in final evaluation of participant.

4. The student should be able to:

_____
Instructor

Figure 18

FIPSE Course Information

1. **Course Title:** Industrial Fire Brigades- An Introduction

2. **Brief Course Description:**
This program has been designed to provide an introductory overview to the study and practice of fire protection methods, prevention measures and the suppression of fire and safety problems in an industrial plant.
Each class session deals with the basics of fire safety that an industrial fire brigade member needs to know.

3. **Standard for Evaluation (How will instructor know when course objectives are met?)**

Attendance and a mock emergency plant fire staged at end of session.

4. **The student should be able to:**

_____
Instructor

I. Problem

A. Parkersburg lies within the center of a growing industrial and business region of the Ohio Valley. More and more of the represented organizations covet continued growth for their personnel in the broad arena of human relations as these are set in the ever increasing complexity of management and the ethical use of human resources, and the rise of individual autonomy.

Training programs (and courses) must be designed to fit the multiple needs of the manager and supervisor operating within the interpersonal framework.

Also, courses and training programs must be designed prescriptively as well as descriptively. Needs analysis, description, prescription and direct-application and feedback must be provided to a collective group of company employees.

The applicant has begun to supply this need through holding intensive seminars and courses during the recent semesters under the auspices of PCC as well as through private consulting.

However, a major, packaged seminar program needs to be assembled for offering to other interested business and industrial organizations within the PCC service area.

B. A seminar package, complete with description, objectives content material, evaluation instruments, profiles, personal assessment materials and complementary resource material, would provide an opportunity for the use of human resources inherent in the PCC instructional staff.

Also, the prescribed directive for community college educational services should find this program meeting that mandate.

C. The institution seems increasingly aware of its educational mission to the entire populace. Services to organizations en masse, as opposed to offering programs for individual selectivity (the self-contained, traditional classroom and course approach) seem more difficult to structure. However, apparent concern for the non-traditional approach appears evident in our total institutional mission and goal.

II. Proposed Objectives

A. To research, write and review a comprehensive Supervisory Skills training program to be offered to local businesses and industrial organizations in the PCC service area.

B. To provide a flexible training program unit including outlines, materials needs analysis, forms, implementation-

assessment tools and techniques in the broad arena of supervisory skills with particular emphasis on Effective Communication, the Understanding of Human in Human Communication, Motivation, Problem Solving, Human Relations, Managerial and Leadership Style Analysis and Applications.

III. Implementation Schedule

The applicant proposes to construct the program during the summer of 1978.

The materials necessary for the construction of the program include printing and transparency material.

The final program will necessitate the purchase of numerous films, profiles, tests, tape cassettes for both AV and TV.

IV. Implementation Schedule

The program will be printed and ready for use by August 30, 1978.

Research and writing has already begun and will continue through the summer of '78.

V. Personnel Costs

Roger W. Allen -	1,000 - 1,500
Films -	700.00
Printed Tests and Profiles	250.00

I. Problem

The English Department currently teaches pre-college writing skills without a well-defined set of course objectives, without a comprehensive text and set of materials, and without a reliable evaluation system to determine that the student has indeed met the necessary skills requirements for entry into English 111 and 107. Developing this course with emphasis upon these areas and upon materials written for student as audience would increase student mastery and provide a more sound skills background for English 111 and 107. The unification of the traditional and non-traditional faculties demands that a set of materials be available for use with common objectives and materials in both approaches and consistent student evaluation. The development of English 047 will also aid the off-campus locations and insure course integrity.

II. Objectives Proposed

1. Identification of course objectives. (1st-2nd-3rd level objectives.)

2. Gearing completion in pre-college writing to meeting first objectives of English 111. (Vertical organization to English 111.)

3. Determining learning activities to meet objectives.

4. Designing of pre-test/post-test.

5. Selection of student materials to be used in meeting course objectives and tasks.

6. Designing materials evaluation instrument.

7. Writing student study guide.

8. Comprehensive review and collation of materials.

III. Implementation of Objectives

1. Identification of course objectives
   MEANS: All objectives will be organized in a hierarchy and written in understandable student language. First, second and third level objectives will be stated.

2. Gearing completion of English 047 to meet first objectives of English 111 and 107.
   MEANS: Vertical organization will be accomplished by linking the final objectives in English 047 to the beginning objectives in English 111 and 107.

3. Determining learning activities to meet objectives.
   MEANS: Task analysis

4. Designing pre-test and post-test
   MEANS: The pre- and post-tests will be diagnostic and keyed to specific course objectives.

5. Selection of student materials for use in course.
   MEANS: A review of commercially available materials will be made for those which will best serve to meet objectives. Materials will also be written by course developers..

6. Designing materials evaluation instrument
   MEANS: A formative evaluation system will be written for use throughout the course and will serve as a diagnostic instrument on which future revisions can be based.

7. Writing student study guide.
   MEANS: The student guide will be written with student as audience. Some graphic reproduction will be necessary.

8. Comprehensive review and collation of materials.
   MEANS: Materials will be received from printing, reviewed for correctness, and placed in the bookstore.

IV. Implementation Schedule

May 22 -	June 1st	Course objectives will be written.
	June 8th	Vertical organization elements will be determined.
	June 22	All learning activities will be written.
	June 29	Pre-test and post-test will be written.
	July 13	Selection of student materials for use in meeting course objectives will be completed.
	July 20	Evaluation instrument for materials will be completed.
	July 27	Student study guide will be completed.
	August 4	Review and collation of materials finished.

V. Nature of Costs

Personnel	
Two members of English Department (Les Bennett & Richard Schulte)	$4500.00
Secretary (draft typing)	100.00
Material	
Misc.	25.00
Printing and Binding, etc.	85.00
TOTAL	$4710.00

DESCRIPTION OF PROPOSAL FOR FACULTY FELLOWSHIP PROGRAM

I. PROBLEM

To revise the material contained in the Individualized Alex Accounting Program relating to the adjustment process to improve student understanding of the preparation of adjusting entries. The revision will decrease the amount of time the student currently spends on the subject and give him an understanding of the adjustment process which is consistent with current accounting practice. This will better serve the College's mission to provide educational programs that enable the student to acquire skills and knowledge needed for vocations, professions, and continued learning.

II. OBJECTIVES PROPOSED

The following objectives will be attempted during the three week period from May 15 through June 2:

1. Re-writing the text material relating to the adjustment process.

2. Prepare questions and problems which reinforce the student's understanding of the text material.

3. A manuscript suitable for binding of the materials produced in #1 and #2 above.

III. IMPLEMENTATION OF OBJECTIVES

The objectives listed above will be implemented by the following means:

1. Re-writing the text material relating to the adjustment process.
   MEANS: A manuscript will be written on the adjustment process with visual aids included.

2. Prepare questions and problems which reinforce the student's understanding of the text material.
   MEANS: Questions and problems will be created and included in the completed manuscript.

3. A manuscript suitable for binding of the material produced in #1 and #2 above.
   MEANS: A manuscript will be typed and edited that can be printed and bound by the printing office.

IV. IMPLEMENTATION SCHEDULE

The following schedule will be followed in implementing the objectives described above:

May 15 - May 26: The manuscript for the text and problems will be written;

May 30 - June 2: The manuscript will be typed, edited and ready for final typing, printing and binding.

V. NATURE OF COSTS

		Cost
Personnel		
Richard J. Romanowski		$750.00
Material		
Typing supplies		5.00
Printing and Binding, etc.		45.00
	TOTAL	$800.00

mrw

FACULTY FELLOWSHIP PROGRAM PROPOSAL

I. PROBLEM

To design a flexible, one-day seminar class in industrial and retail salesmanship to offer to local businesses. This will further the college's objective of serving the community. In addition, the material will also be used in our regular classroom sales course.

II. OBJECTIVES PROPOSED

The following objectives will be attempted during the first session of the summer term (June 5 - July 7).

1. Review of professional sales films with the purpose of adopting one or two for inclusion in the program.

2. Development of an eight-hour lesson plan.

3. Development of instructional aids.

4. Development of a method for selling the program.

III. IMPLEMENTATION OF OBJECTIVES

1. Review of sales films.
   Means: Several films will be previewed. One dealing specifically with industrial sales, and one dealing with retail sales will eventually be purchased.

2. Development of lesson plan.
   Means: A review of current literature will be undertaken. The purpose will be to develop a technique to motivate and stimulate the industrial or retail salesperson.

3. Development of instructional aids.
   Means: In addition to the films, and with the cooperation of the graphic arts department, a series of transparancies will be developed to complement the lesson plan. A flip chart presentation is also probable for industrial sales. In addition, a series of class handouts will be prepared.

4. Development of method to sell program.
   Means: Close coordination will be established with the staff of the Continuing Education/Community Services department to devise the best method to convince local businesses of the value of the program.

IV. IMPLEMENTATION SCHEDULE

June 5-11 - Preview and select films, begin development work on lesson plan and graphics.

June 12-18 - Continue work on lesson plan and graphics, begin development of method to sell program.

June 19-25 - Graphics to be completed.

June 26 - July 2 - Lesson plan finalized.

July 3-7 - Evaluation--I intend to video tape a presentation of the program and make adjustments as required. Method of offering course to be finalized.

V. Nature of costs.

	Cost
Personnel:	$ 750.00
Material Film preview expenses, transparencies	300.00
Developing of handouts and class material	50.00
	$1100.00

mrw

TIME MANAGEMENT

Time Management in the most fundamental sense is the control of Basic Human Movements (such as reach or grasp) while in a broader sense it can be viewed as the efforts of an enterprise to synchronize the use of its resources.

I. PROBLEM

Local employers have requested that Parkersburg Community College conduct off-campus training seminars in effective time management. These seminars would be focused towards the first line supervisor, general formen and others in middle management. The result of these seminars would be to expand knowledge of participants of the principles and techniques of Industrial Engineering and Management.

The problem being addressed here is one of planning and developing suitable materials for use in these seminars.

II. OBJECTIVE PROPOSED

The following objectives will be attempted during the ninety day period from June 1 to September 1, 1978.

Develop materials involving transparencies and class room materials to complement the instruction of the specific seminars in Time Management outlined.

III. IMPLEMENTATION OF OBJECTIVES

1. Identify specific employer needs by visiting industries who have requested instruction in Time Management.

2. Develop 4 seminar outlines that are pertinent to item 1.

3. Review these seminars outlines with employers and school officials. Select two outlines for development

4. Develop comprehensive seminar materials for the two outlines which will consist of study materials, audiovisual materials (overheads and/or slides) and working papers which will adequately support the actual seminar presentation.

IV. IMPLEMENTATION SCHEDULE

June 1 - June 15	Complete objective 1
June 15 - June 30	Complete objective 2
July 1 - July 15	Complete objective 3
July 15 - August 15	Complete objective 4

V. NATURE OF COSTS

Personnel -	$2000.00
Materials: Transparencies	100.00
Workbooks - 40 copies @ $5.00 each	200.00
Travel	50.00

Figure 20a

Ind-Camp Course/Instructor Evaluation Form

(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Basic Typing Semester Summer

Instructor _____ Date July 6, 1978

In the blank space provided, please write the number that best describes your judgment of the course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 6 Course is well-organized.
2. 6 Course topics follow in logical sequence.
3. 6 Course is directed to job needs.
4. 5 Course meets individual learning styles.
5. 6 Course materials correspond to course content.
6. 6 Course materials are practical and useful.
7. 4 Class environment facilitates learning.
8. 6 Course covers desired subject areas.
9. 5 Course assists you in performing daily job more effectively.
10. 6 Course is fulfilling objectives and goals expected.

Overall average = 6

In the blank space provided, please write the number that best describ your judgment of the Instructor, according to the qualities listed below. Rate the Instructor on each item using the following scale.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 7 Presentation of subject matter.
2. 7 Clarity and accuracy of direction.
3. 7 Receptiveness to your questions.
4. 7 Answering questions clearly.
5. 7 Adapting the course to your rate of learning.
6. 7 Making you aware of course requirements early in the semeste
7. 7 Ability to encourage you in your learning.
8. 6 Keeping you informed as to your progress in the course.
9. 6 Dealing with any special problems that you may have had affecting the course.
10. 6 Spending sufficient time with you while in the project.
11. 7 Understanding of individual job responsibilities; ability to adapt course content to job needs.
12. 7 Overall instructional ability.

Overall average = 7

FURTHER COMMENTS:

Figure 20b

Ind-Camp Course/Instructor Evaluation Form

(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Communication & Interpersonal Skills Semester Fall

Instructor _____ Date November 17, 1978

In the blank space provided, please write the number that best describes your judgment of the course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 5 Course is well-organized.
2. 6 Course topics follow in logical sequence.
3. 6 Course is directed to job needs.
4. 6 Course meets individual learning styles.
5. 6 Course materials correspond to course content.
6. 6 Course materials are practical and useful.
7. 6 Class environment facilitates learning.
8. 6 Course covers desired subject areas.
9. 6 Course assists you in performing daily job more effectively.
10. 6 Course is fulfilling objectives and goals expected.

Overall average = 6

In the blank space provided, please write the number that best describes your judgment of the Instructor, according to the qualities listed below. Rate the Instructor on each item using the following scale.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 6 Presentation of subject matter.

2. 6 Clarity and accuracy of direction.

3. 6.5 Receptiveness to your questions.

4. 6 Answering questions clearly.

5. 6 Adapting the course to your rate of learning.

6. 6 Making you aware of course requirements early in the semester.

7. 6 Ability to encourage you in your learning.

8. 7 Keeping you informed as to your progress in the course.

9. 6 Dealing with any special problems that you may have had affecting the course.

10. 6 Spending sufficient time with you while in the project.

11. 6 Understanding of individual job responsibilities; ability to adapt course content to job needs.

12. 6.5 Overall instructional ability.

Overall average = 6

FURTHER COMMENTS:

Figure 20c

Ind-Camp Course/Instructor Evaluation Form

(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Maintenance Training Semester Fall

Instructor _____ Date December 21, 1978

In the blank space provided, please write the number that best describes your judgment of the course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 4.0 Course is well-organized.
2. 3.4 Course topics follow in logical sequence.
3. 1.8 Course is directed to job needs.
4. 3.6 Course meets individual learning styles.
5. 4.0 Course materials correspond to course content.
6. 3.6 Course materials are practical and useful.
7. 3.8 Class environment facilitates learning.
8. 2.6 Course covers desired subject areas.
9. 2.0 Course assists you in performing daily job more effectively.
10. 2.0 Course is fulfilling objectives and goals expected.

Overall average = 4

In the blank space provided, please write the number that best describes your judgment of the Instructor, according to the qualities listed below. Rate the Instructor on each item using the following scale.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 3.5 Presentation of subject matter.
2. 3.5 Clarity and accuracy of direction.
3. 5.2 Receptiveness to your questions.
4. 4.6 Answering questions clearly.
5. 3.8 Adapting the course to your rate of learning.
6. 3.3 Making you aware of course requirements early in the semester.
7. 4.4 Ability to encourage you in your learning.
8. 3.3 Keeping you informed as to your progress in the course.
9. 4 Dealing with any special problems that you may have had affecting the course.
10. 3.6 Spending sufficient time with you while in the project.
11. 3 Understanding of individual job responsibilities; ability to adapt course content to job needs.
12. 4.2 Overall instructional ability.

Overall average = 4

FURTHER COMMENTS:

Figure 20 d

Ind-Camp Course/Instructor Evaluation Form

(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Applied Professional Skills for Secretaries Semester Fall 1978

Instructor _____ Date 12/28/78

In the blank space provided, please write the number that best describes your judgment of the course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to judge	Lowest		Average				Highest
X	1	2	3	4	5	6	7

1. 5 Course is well-organized.
2. 5 Course topics follow in logical sequence.
3. 6.5 Course is directed to job needs.
4. 5 Course meets individual learning styles.
5. 6 Course materials correspond to course content.
6. 5 Course materials are practical and useful.
7. 5 Class environment facilitates learning.
8. 5 Course covers desired subject areas.
9. 4 Course assists you in performing daily job more effectively.
10. 4 Course is fulfilling objectives and goals expected.

In the blank space provided, please write the number that best describes your judgment of the Instructor, according to the qualities listed below. Rate the Instructor on each item using the following scale.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 6 Presentation of subject matter.
2. 6 Clarity and accuracy of direction.
3. 6 Receptiveness to your questions.
4. 6 Answering questions clearly.
5. 5 Adapting the course to your rate of learning.
6. 5 Making you aware of course requirements early in the semester.
7. 5 Ability to encourage you in your learning.
8. 4 Keeping you informed as to your progress in the course.
9. 5 Dealing with any special problems that you may have had affecting the course.
10. 4.5 Spending sufficient time with you while in the project.
11. 4 Understanding of individual job responsibilities; ability to adapt course content to job needs.
12. 6 Overall instructional ability.

FURTHER COMMENTS:

5 = overall average

Figure 20e

Ind-Camp Course/Instructor Evaluation Form

(Final)

The purpose of this evaluation is to give you an opportunity to help us improve the instruction in the project. Please be open and honest in your ratings and comments. To insure confidentiality we ask you not to sign your name. This evaluation will be read by the instructor in order to better meet your educational needs.

Course Name Industrial Fire Brigades: An Introduction Semester Fall & Winter

Instructor _____ Date January 24, 1978

In the blank space provided, please write the number that best describes your judgment of the course, according to the qualities listed below. Rate the course on each item, using the scale indicated.

Unable to judge	Lowest		Average			Highest
X	1	2	3	4	5	6	7

1. 6 Course is well-organized.
2. 6 Course topics follow in logical sequence.
3. 6 Course is directed to job needs.
4. 6 Course meets individual learning styles.
5. 6 Course materials correspond to course content.
6. 6 Course materials are practical and useful.
7. 6 Class environment facilitates learning.
8. 6 Course covers desired subject areas.
9. 6 Course assists you in performing daily job more effectively.
10. 6 Course is fulfilling objectives and goals expected.

Overall average = 6

In the blank space provided, please write the number that best describes your judgment of the Instructor, according to the qualities listed below. Rate the Instructor on each item using the following scale.

Unable to Judge	Lowest			Average			Highest
X	1	2	3	4	5	6	7

1. 6 Presentation of subject matter.
2. 6 Clarity and accuracy of direction.
3. 6 Receptiveness to your questions.
4. 6 Answering questions clearly.
5. 6 Adapting the course to your rate of learning.
6. 6 Making you aware of course requirements early in the semester.
7. 6 Ability to encourage you in your learning.
8. 5 Keeping you informed as to your progress in the course.
9. 6 Dealing with any special problems that you may have had affecting the course.
10. 6 Spending sufficient time with you while in the project.
11. 6 Understanding of individual job responsibilities; ability to adapt course content to job needs.
12. 6 Overall instructional ability.

Overall Average = 6

FURTHER COMMENTS:

Figure 21a

MEMORANDUM: JULY 11, 1978

TO: MARIA SUTEJ
ACTING DIRECTOR, FIPSE PROGRAM

FROM: TONY CRINIERI OJ.C.

SUBJECT: REFRESHER TYPING COURSE AT C & P TELEPHONE COMPANY

I am enclosing six completed student evaluation forms. Five students were absent on the last day of class.

The objectives of the course, as stated on my course outline, were met. However, I feel there were some problems that hindered the class in achieving as much as I would liked to have seen. I will list these problems along with my recommendation for improving this type of course should we be asked to teach it again.

Problems

1. The class only met one day a week for two hours and lasted only seven weeks. The students needed much more time to improve their skills.

2. We had some problems with broken typewriters and low chairs the first week. This did not have too much effect on the class, however.

3. The room was much too small and we had to work with six typewriters on one table. This arrangement put the students too close together and created unnecessary distractions.

4. Although one person bought a typewriter and another rented one, most of the participants were unable or unwilling to practice between classes. This was the biggest problem since it is impossible to make much progress unless the students can practice during the week. Two consecutive hours a week is not enough time to achieve skill-building. The participants could use the typewriters at the telephone company; however, the room was also used for other purposes during the week.

5. There was a high absentee rate the last two or three weeks, caused by vacations or the students not being able to change their work shift due to other people's vacations.

Recommendations

1. The class should meet at least twice a week with each class lasting two hours. These days should be spread out (Monday and Thursday or Tuesday and Friday). The length of the course should be at least 12 weeks. This scheduling would eliminate the need for most students to practice outside of class.

2. There should be a larger room with fewer typewriters on each table so that each student can concentrate on her own typing problems. This room should be available to the students for practice during the week.

3. The course should be offered in the fall or early spring when fewer people are on vacation.

4. I feel the company providing this course should have provided a greater incentive for the employees to take the course. Some of the participants did not seem to be sufficiently motivated. My suggestions are the following:

   (a) Select employees most interested in improving their status with the company.

   (b) Have class meet during company time where possible.

   (c) Make it convenient for participants to use company typewriters when practicing.

   (d) Give each student who completes the course a certificate with publicity in the company house organ if one exists.

   (e) Eliminate the need for taking the company typing test for students who attend all or most of the classes and complete the course to the satisfaction of the instructor.

The students, especially those who practiced, learned a great deal from this course even with the problems mentioned above. If we follow the suggestions listed, I feel we can offer an even better refresher typing course in the future. The C & P Telephone Company should be congratulated for providing their employees this type of in-service training.

Enclosures

c: Sylvia Gorland
C & P Telephone Company

mrw

Instructor Evaluation

of

Seminar and Training Program

in

Applied Skills for Secretaries
and Administrative Assistants

at

Kaiser Aluminum Metals
Ravenswood, WV

and

Camden Clark Hospital
Parkersburg, WV

Insights

Training programs of this nature provide excellent opportunity for persons in a working environment to upgrade their skill. Industry, businesses and agencies can easily tap the expertise of professional trainers and educators to keep personnel abreast of current thought as well as upgrading skills.

There is some genius in establishing training programs "in-house" where problems and programs may be dealt with which are peculiar to institutional needs.

Also - a collegiality is quickly established and group facilitation is arrived at much sooner in the in-house program.

Working with those professionals and other seminar participants on site provides excellent liaison with college instructors. The direct link to the applied arena serves the instructor in keeping pace with current trends and needs in the work environment.

Problems

The problems encountered in the programs were few but instructive. The comprehensive and intensive nature of the program mandated a longer training time than was alloted.

Also -

Removing twenty-five administrative assistants from an organization, even for one and one half hour time, proved to deplete a very necessary component of keeping an industry or health facility operating.

During the spring semester and summer term of 1978 the instructor was involved in an institutional needs assessment and communication audit relating to major managerial, supervisory and program participants personnel at Kaiser Aluminum Metals in Ravenswood, West Virginia and Camden-Clark Hospital in Parkersburg, WV.

The object of the assessments was to ascertain various institutional needs relating to applied communication, human relations and problem solving skills of the administration assistants at the two named locations.

A survey and interviews were conducted, a proposed program was designed and submitted to the coordinators of the programs at both Kaiser Aluminum and Camden-Clark Hospital.

Beginning in October 1978, a fifteen week program of one and one half hour seminars was begun at both locations.

The Kaiser Aluminum program involved approximately fifty administrative assistants and executive secretaries. The Camden Clark seminar involved twenty five persons.

Successes

Both programs met with excellent success from the seminar leader's point-of-view. Participation was eager and seminar members were appreciative of the program as evidenced by personal comments and mid-course and final written evaluations.

The administrative staff at both seminar locations, likewise, commented favorably.

And -

While the program met numerous needs, apparently there were participants who had other more specific needs which could not be met except through more detailed individualized laboratory-type work.

Suggestions

Future programs may need to consider more in-depth training in a limited content area.

The seminar time should be extended to two hours - divided between laboratory and individualized work and the presentational modality.

More pre-conference or individualized assessment may better guarantee complete cooperation and concurrence with the program.

Parkersburg
Community
College

PARKERSBURG, WEST VIRGINIA 26101

21c

March 1, 1979

MEMO

TO: Maria Sutej
Industrial Campus Project

FROM: Art Frederick

The following is a list of the different TPC training courses in which I have had the opportunity to participate. These Ind-Camp training courses were taught at Shell Chemical from September through December 1978.

1. Measurement
2. Metal materials
3. Non-metal materials
4. Hand tools
5. Portable power tools
6. Plant safety
7. Developing troubleshooting skills
8. Welding principles
9. Gas welding practices
10. Arc welding processes
11. Arc welding practices

During the course of these sessions, many advantages as well as disadvantages were realized. For example:

Advantages

1. The Ind-Camp program is an integral part of the community college with services extending to local industries.
2. The Ind-Camp training program is an excellent vehicle for training and up-grading employees in plants.
3. Ind-Camp program extends services through plant employees into the community as a whole - through families - an economy, etc.

Disadvantages

1. The time frame for instructional purposes was too short and materials covered were crowded together.
2. Some material taught should have been lecture-laboratory experience instead of individualized programmed instruction.
3. The material level in some areas was too high.

It required discussion in depth.

4. The Ind-Camp course/Instructor Evaluation form needs to be re-written because it was not appropriate for the course.
5. Much time is needed for preparation for the course material which is different from traditional teaching methods.
6. There needs to be a standardization of pay scale established for Ind-Campus teaching.
7. There is a great need for employee's attitudes modification. The necessity, usefulness and practicality of the course needs to be explained.
8. The Ind-Camp training program is essential and should be continued and supported by PCC administrators and faculty.

AF/fdg

21d

MEMORANDUM

FEBRUARY 13, 1979

TO: Maria Sutej, Ind-Camp Director

FROM: Art Patton, Instructor

RE: Mid-term Evaluation: Fire Safety Class, Corning Glass

I am generally satisfied with the course. I think it is well written and basic enough for untrained men to understand. If I were to change anything it would be the time of the year; schedule classes in the spring, summer or fall or in brief warm weather so classes can be held outside most of the time. Students get tired of sitting in the classroom all of the time and it is hard to demonstrate certain phases of fire fighting indoors in a classroom. The other thing is the class frequency; I think they should be a minimum of once a week. In classes that are held every other week or every 2 or 3 weeks, men that are not that familiar with fire fighting tactics tend to forget what we talked about the previous week. If classes are held once or even twice a week, the material is still fresh in their mind, and they can see how the different classes are tied in together. This is all I can think of for now.

Figure 22

Ind-Camp Project Evaluation

Sponsoring Business/Industry/Other: *C & P Telephone Company*

Instruction site: *921 Market Street, Parkersburg, W. V. - C & P Tel. Co.*

Courses offered: *Typing*

Date:

I. Evaluation of Ind-Camp activity:

Please address the following areas in your summary report and include any additional comments.

1. Course content(s) met the presented business/industry need(s). *No - The class was not long enough and the students did not practice on their own and some did not attend all sessions.*

2. Course(s) accommodated the time frame required by the business/industry. *No- we conducted the class based on the availability of the instructor.*

3. Effectiveness of instruction--teaching style, job-related objectives, materials used. *Satisfactory. The instructor did make every effort to teach according to our requirements.*

4. Administrative support from project personnel--communications, planning, scheduling, expediting.

   Very good except for limitations in availability of instructor.

5. Employees' reaction to course(s) offered, instructor(s) provided and to project in general.

6. Improvement in student skills, potential for furthering educational and personal enrichment.

   Unknown at this time--no one has taken the company required typing test.

7. Overall evaluation of Ind-Camp service.

   Good

II. Impact of the Ind-Camp Project at your business/industry:

The employees as a whole were not totally interested nor committed--no fault at all of the Project.

III. Future planning directions with the Ind-Camp Project:

None

Figure 22b

Ind-Camp Project Evaluation

Sponsoring Business/Industry/Other: *Camden-Clark Memorial Hospital*

Instruction site: *Camden-Clark Memorial Hospital, 800 Garfield Ave., Pksbg.*

Courses offered: *Communications (secretaries)*

Date: *December 1, 1978*

I. Evaluation of Ind-Camp activity:

Please address the following areas in your summary report and include any additional comments.

1. Course content(s) met the presented business/industry need(s). *Course content presented the specific needs as was discussed in the planning meeting.*

2. Course(s) accommodated the time frame required by the business/industry. *Time frame probably was not long enough. Perhaps we should have projected a 20 hour (2CEU) course. Discussion was stimulating thus envoking new areas.*

3. Effectiveness of instruction--teaching style, job-related objectives, materials used. *Very effective. Well prepared audiovisual aids. The instructor projects himself well and establishes an easy rapport.*

4. Administrative support from project personnel--communications, planning, scheduling, expediting. *Excellent administrative support. Two sessions on platform due to lack of space.*

5. Employees' reaction to course(s) offered, instructor(s) provided and to project in general.
Overall reaction - good to excellent.

6. Improvement in student skills, potential for furthering educational and personal enrichment.
Not evaluated at this time.

7. Overall evaluation of Ind-Camp service.
A very effective service. 214

II. Impact of the Ind-Camp Project at your business/industry:

Personnel seem proud and enthusiastic. Seems to be a motivating factor. Other personnel not included have expressed an interest.

III. Future planning directions with the Ind-Camp Project:

One planning session for maintenance personnel has already been held. Have considered a follow-up for secretaries next September 1979.

Figure 22c

Ind-Camp Project Evaluation

Sponsoring Business/Industry/Other: *Kaiser Aluminum*

Instruction site: *Ravenswood Works*

Courses offered: *Applied Professional Skills Secretarial Improvement.*

Date: *January 1979*

I. Evaluation of Ind-Camp activity:

Please address the following areas in your summary report and include any additional comments.

1. Course content(s) met the presented business/industry need(s).

   Only partially.

2. Course(s) accommodated the time frame required by the business/industry.

   Yes.

3. Effectiveness of instruction--teaching style, job-related objectives, materials used.

   Good style/Not related enough to job.

4. Administrative support from project personnel--communications, planning, scheduling, expediting.

   Don't understand question.

5. Employees' reaction to course(s) offered, instructor(s) provided and to project in general.

   Fair to good.

6. Improvement in student skills, potential for furthering educational and personal enrichment.

   Enrichment - fair to good
   Skills - fair
   Furthering education - fair

7. Overall evaluation of Ind-Camp service.

   Fair to good.

II. Impact of the Ind-Camp Project at your business/industry:

- *Favorable*
- *Little dissatisfied with not making session applicable to work as initially anticipated.*
- *Instructor well received*
- *Attempted to cover too much material too fast*
- *Employees appreciative of time and effort extended*

III. Future planning directions with the Ind-Camp Project:

Managerial Improvement Program

Figure 22

Ind-Camp Project Evaluation

Sponsoring Business/Industry/Other: *Corning Glass Works - Parkersburg Plant*

Instruction site: *Plant Conference Room*

Courses offered: *Fire Brigade Training Course.*

Date:

I. Evaluation of Ind-Camp activity:

Please address the following areas in your summary report and include any additional comments.

1. Course content(s) met the presented business/industry need(s).

   Yes

2. Course(s) accommodated the time frame required by the business/industry.

   Yes

3. Effectiveness of instruction--teaching style, job-related objectives, materials used.

   Course has been well received by participants, materials have been timely, and participants have expressed their satisfaction with course content.

4. Administrative support from project personnel--communications, planning, scheduling, expediting.

   Excellent.

5. Employees' reaction to course(s) offered, instructor(s) provided and to project in general.

   See #3 above.

6. Improvement in student skills, potential for furthering educational and personal enrichment.

   Offers potential for advanced fire-fighting techniques.

7. Overall evaluation of Ind-Camp service.

   Good-- certainly meets the needs of our attempt to provide adequate fire protection and to offer maximum protection of the safety of our plant employees as well as plant equipment.

II. Impact of the Ind-Camp Project at your business/industry:

1. Peace-of-mind of management personnel, knowing we have a well-trained fire brigade who can respond in case of fire or other emergency.

2. Morale booster--fire brigade members now recognize that the Company is serious about their efforts and is willing to arrange such a training course and assume costs involved in making them a top level group.

This has also served to unite the group in a common cause.

III. Future planning directions with the Ind-Camp Project:

Will be requested on an "as needed" basis.

Figure 23

Parkersburg Community College

PARKERSBURG, WEST VIRGINIA 26101

November 1, 1978

MEMORANDUM

TO: Dean Allen

FROM: Faculty Fellowship Evaluation Committee (Summer, 1978)

Tom Weaver, Chairperson T.W.

Carmel Barber C.B.

Bill Sheets WS

Maria Sutej MS

Carolyn Waltzer CW

Dave Winger D.W.

Please find attached to this memorandum the final report of the Faculty Fellowship Evaluation Committee (Summer, 1978).

TW:mmr

Report of the Summer, 1978, Faculty Fellowship Evaluation Committee

The Faculty Fellowship Evaluation Committee was formed by the Dean of Instruction in mid-August, 1978, to evaluate Faculty Fellowships which were funded during Summer, 1978. The projects were proposed during the Winter Semester of 1978 by the individual faculty members, and were approved by the Dean and the President in May, 1978. Since our committee was formed after the fact, we felt it would be inappropriate and unfair to attempt an evaluation based on quality, content, or instructional mode. To attempt this would be, in effect, changing the rules of the game after it was over. Therefore, as indicated in previous memoranda distributed to the Dean, the committee members, and faculty grantees, the committee decided to judge solely whether or not the objectives, as proposed by the individual faculty, were met.

FIPSE-FUNDED PROJECTS:

1) Roger Allen

In his grant, Mr. Allen proposed to research, write, and review a training program in Supervisory Skills, and to make this program flexible so that it can be utilized by various businesses in the local area. The Committee reports that all of these objectives have been completed; an adaptation of the program is now being used at both Kaiser Aluminum in Ravenswood and at Camden-Clark Hospital for administrative assistants.

2) Jerry Dunn

In his grant, Mr. Dunn proposed to develop a seminar in Time Management. He visited Walker Parkersburg several times to identify needs, developed five seminar outlines based on the visits, and developed one of these outlines into a seminar. In his proposal, Mr. Dunn stated that he would develop seminars based on two of the outlines; however, after many discussions, the management at Walker Parkersburg desired that only one of the outlines be developed but at a greater depth than originally proposed. This is what Mr. Dunn developed. He has completed his objectives.

3) Larry Jackson

In his grant, Mr. Jackson proposed to develop a one-day seminar in industrial and retail salesmanship for local businesses. He has successfully completed his objectives.

4) Richard Romanowski

In his grant, Mr. Romanowski proposed to rewrite the materials contained in the Individualized Alex Accounting Program relating to the adjustment process, and to prepare corresponding questions and problems. He has successfully completed his objectives.

5) Richard Schulte/Les Bennett

In their grant, Mr. Schulte and Mr. Bennett proposed to develop the English 047 course; 9 specific objectives were proposed in order to accomplish this. The Committee reports that they have completed their objectives.

Figure 24

January 26, 1979

MEMORANDUM

To: Dr. Bernard Allen, Dean of Instruction
From: Maria Sutej, Director, Industrial Campus Program MS
Re: EVALUATION - FIPSE Project

The FIPSE Ind-Camp project has gone through tremendous changes both in college personnel involved and industrial plant participation. Even the type of educational programs offered has gone through a transition. The important aspect of these changes and transitional stages is that Ind-Camp continues to grow.

The program's success in meeting employer and employee educational needs is its continual effort to broaden its operating base.

Evaluation is an important component of any successful program and has been crucial in the evolution of the Industrial Campus. The evaluation methodology put into operation by previous directors has been continued under my direction.

Students are given an opportunity to evaluate course content, materials and instructional personnel twice during a course. Instructors also evaluate each course they teach and plant personnel evaluate the entire program from their perspective.

From its inception, the program has also been evaluated semi-annually by a representative of the college's administration. At the end of the first year the project was evaluated by a team composed of Assistant Dean John McGuire, instructors Stan Coberly and Sharon Graham, and project member, Ray Miller. In the Mid-Year Report (FY77) Assistant Dean Robert LaRocque acted as evaluator of the project.

Because many of the persons directly involved with FIPSE Ind-Camp are no longer with the college and because a member of your staff has been involved in evaluation of the project from the beginning, would you in your capacity as Dean of Instruction, provide a summation of the project's impact on the college?

To quote from FIPSE Mid-Year Report (FY76):

> "The project needs evaluation from an academic viewpoint. This representative (from the academic community) should furnish such a view, but he should also be cognizant of and familiar with the problems of industry and of the plant worker as a student. Furthermore, he should be familiar with or responsible for information about individualized instruction such as will be pursued in this project."

The major areas of the project to be evaluated are as follows:

1. Method of instruction
2. Quality of learning and instruction
3. Objectives of course work
4. Success of adaptation of regular course objectives to industrial needs
5. Effectiveness of specialized materials

Any records or materials I have available in my files that will aid you in your evaluation are at your disposal. For your reference, see "Evaluation Plan":

Mid-Year Report (FY76) p. 20-29.
End of Year Report (FY76) p. 228-245.
Mid-Year Report (FY77) p. 17-22, p. 96.

As time is of the essence, I would like to receive your report by Friday, February 9, 1979.

I am also giving serious consideration to the development of a survey that could be distributed throughout the college to obtain feedback from faculty and staff about the impact of the FIPSE project on the college community. This is one way of insuring a broader base from which to evaluate the project. Any suggestions you have regarding the evaluation of the project would be greatly appreciated.

cc: Larry Kelbaugh

MEMORANDUM FEBRUARY 26, 1979

TO: MARIA SUTEJ
ACTING IND-CAMP PROJECT DIRECTOR

FROM: BERNIE ALLEN
DEAN OF INSTRUCTION Bernie

RE: FIPSE IMPACT

I can identify no outright negative impact.

Positive impact on the institution includes:

1) Curriculum Development - FIPSE funds and activities contributed to curriculum development projects at the college, resulting in new course materials and instructional techniques especially in the areas of English and mathematics. Also success with these may have motivated faculty to do similar things. The Air Conditioning and Refrigeration home studies series is a recent example.

2) Cooperation and Communications between PCC and Area Industries - The project has enhanced considerably the cooperation and communications between Parkersburg Community College and area industries. The College better understands the educational needs of area industries and how to effectively serve those needs. At the same time, the leaders of area industries have a confident understanding of the services the College can provide.

3) Faculty Development - A number of faculty members gained valuable experience in teaching in a different setting to students with different backgrounds and interests. The College is beginning to develop a pool of faculty qualified to adapt and teach classes to specialized settings and groups. As this resource pool is expanded, the College is better prepared to meet the needs of our service area.

4) Faculty Utilization - The staffing impact has been limited and difficult at times because of flexible scheduling necessary to the Industrial Campus project but has resulted in a more effective use of our existing staff in a number of areas, especially English, math, and speech.

5) Student Development - The Industrial Campus project has also resulted in introducing a number of new students to the College, students who otherwise would not have sought out our services. After this initial educational experience through FIPSE, many continue to pursue additional educational goals at the College.

6) Financial Impact - By providing funds not otherwise available, the project has enabled the institution to fulfill its mission as a comprehensive community college better than it could have otherwise.

7) Overall Conclusion - The project has had such a positive impact that the College has decided to continue it with institutional funds.

BLA/jj

Parkersburg Community College
PARKERSBURG, WEST VIRGINIA 26101

February 6, 1979

MEMORANDUM

TO: All PCC Faculty Members

FROM: Maria Sutej MS

RE: FIPSE Grant Evaluation

With the ending of Federal funding for the FIPSE Ind-Camp project, a summation report is required by the Office of Education. An essential component of the project evaluation is assessing the institutional impact of the project.

Your response to the attached survey is an important element in the project evaluation. Please answer the questions as honestly and thoroughly as possible. Return the form via campus mail or drop off in office 126 by Wednesday, February 21.

Even if you have not been directly involved with FIPSE programs, please read the survey completely because your responses are important.

MS/fdg

1) Are you a 24 full-time or 2 part-time faculty member at PCC?

2) Have you ever participated in a FIPSE Ind-Camp course off-campus at a plant or business site? (Check as many as apply)

3 taught Ind-Camp course off-campus

3 developed course and/or materials for an Ind-Camp course

20 have not taught or developed a course or materials for the FIPSE Ind-Camp project

If you checked either of the first two answers:

a) how many Ind-Camp courses have you taught? 15

b) how many Ind-Camp courses have you designed? 5

c) did you teach on an overload contract? 3 Yes 1 No

d) was your teaching assignment for Ind-Camp considered as part of your regular teaching load? 2 Yes 2 No

3) Would you consider teaching an Ind-Camp course off-campus at a plant or business site?

14 Yes, I would teach an Ind-Camp course if it were considered part of my regular load

14 Yes, I would teach on an overload contract

3 No, I am not interested in teaching an Ind-Camp course off-campus

2 Are not aware of FIPSE Ind-Camp Program.

4) What do you feel are the three most important qualities for an instructor in an Ind-Camp course taught at a plant or business site? (number 1, 2, 3)

(1)6 (2)2 (3)6 ✓2 thorough academic background in subject area

(1)4 (2)7 ✓2 practical work experience in subject being taught

(1)4 (2)2 (3)5 ✓3 demonstrated teaching ability

(2)1 ___ demonstrated applied skills

(1)3 (2)6 (3)4 ✓3 ability to relate course to specific job situations

(2)1 (3)1 ✓1 knowledge of the process of needs assessment and program evaluation

___ knowledge of individualized teaching

(3)2 ✓1 experience in individualized teaching

___ experience in developing individualized programs

___ experience in teaching in industry

5) Do you feel it is necessary to have special training to teach in an Ind-Camp course off-campus?

2 Yes 18 Helpful but not necessary 2 No

a) If yes, who should provide the training and what type?
Only in subject being taught, industry and PCC - access to specific equipment used in facility, PCC - inservice workshops.

6) Do you feel programs taken off-campus through Ind-Camp need to be different from college curriculum courses taught on campus?

3 fundamentally different in content and/or teaching mode

2 different only in degree

15 basically the same in content and/or teaching mode but modified to fit industry's need

2 same course content and/or teaching mode can be used

7) Has teaching in Ind-Camp courses caused you to make any changes in your teaching either off-campus or on-campus?

___ Yes, off-campus 2 No, off-campus

1 Yes, on-campus 2 No, on-campus

a) If yes, what kinds of changes? (please give specific examples)

___ course content

1 course materials

___ teaching style

___ teaching mode (group, individualized)

___ other

8) Do you feel the students you taught off-campus were more effectively served through Ind-Camp than they would have been by a curriculum course offered on-campus?

2 Yes 2 No 4 Unable to judge

a) If yes, why was service more effective? (check as many as apply)

___course content customized to company's and/or students' needs

___course materials especially designed for Ind-Camp students

___teaching style modified for the industrial or business student

___teaching mode geared to special needs of Ind-Camp students

___time frame more conducive for student's learning and/or studying needs

___off-campus site more convenient

___students were not likely to travel out to PCC

___students were not overcome by the idea of "college" or "formal education"

___students showed significant improvement after course was completed

___other_____

b) If you answered no, Ind-Camp course not more effective, what is/are the reason(s) why not?

1 convenient but not more effective

___quality of course not equal to curriculum course on-campus

___course not practically geared to students' and/or company's needs

___course or session length too short____ or too long_____

1 students distracted by work duties

___students did not show significant improvement

___other_____

9) Do you see any benefits derived from the FIPSE Ind-Camp programs for the faculty?_____

for your division (see narrative)

for your college_____

None 2

10) Do you see any adverse consequences from the FIPSE Ind-Camp programs for the faculty Time involved -- pay must be equated scheduling, travel, if poorly prepared or unqualified teachers are used instructors should be screened.

for your division presents some staffing problems

for the college could encourage grade inflation- poor students passed haphazardly, if we can't deliver what we promise - create a credibilitygap only if program or instructor "bombs", scheduling and compensation.

11) Have your feelings toward the FIPSE Ind-Camp project changed since it began two years ago?

15 No, I continue to support the project

2 Yes, I have changed from non-support to support

___ No, I do not support project

___ Yes, I have changed from support to non-support

12) What role do you feel industry personnel should play in Ind-Camp programming?

17 help in internal needs assessment

12 help in designing course content

6 instructional help

8 help in evaluation of student progress

___ minimal role

___ no role

13) What do you see as the main purpose of the FIPSE Ind-Camp project at PCC?

10 establishing and maintaining a relationship between the college and business community

8 providing practical, job-related training for employees

12 bringing educational programs to students not currently served by the traditional curriculum

10 providing a service to business and industry

7 increasing the number of students enrolled in PCC programs

5 more complete utilization of resources of college faculty and staff

___ other

14) If you could make any changes in the Ind-Camp project as it is now operating in the college, what would they be? (please specify changes)

2 use of faculty More participation, better method for paying faculty for service.

___ program instruction

1 program materials Most very poor .

2 types of programs Expansion of programs

2 evaluation Formal Evaluation process needs to be implemented

___ project administration

1 program coordination Always be a problem in this type of program

15) Has the FIPSE Ind-Camp project caused any changes in the college? What changes?

(See narrative)

16) Has the FIPSE Ind-Camp project changed your attitudes or ideas about education in any way?

No, it's a part of a comprehensive Community College, goals and objectives to provide services to the people of the community. Reinforced notion that not all learning occurs in college classroom.

Yes, up until the conception of FIPSE, I had never thought of taking instruction to the people rather than people coming to the instructor.

No, I firmly believe the community college should attempt all methods of instruction, traditional and non-traditional, to best serve the needs of the community.

Ind-Camp is a valuable program.

FIPSE is great!

Figure 25b

Parkersburg Community College

PARKERSBURG, WEST VIRGINIA 26101

February 6, 1979

MEMORANDUM

TO: All Division Chairpersons

FROM: Maria Sutej MS

RE: FIPSE Grant Termination Report

With the ending of Federal funding for the FIPSE Ind-Camp project, a summation report is required by the Office of Education. An essential component of the project evaluation is assessing the institutional impact of the project.

Your response to the attached survey is an important element in the project evaluation. Please answer the questions as honestly and thoroughly as possible. Return the form via campus mail or drop off in office 126 by Friday, February 16.

Even if you have not been directly involved with FIPSE programs, please read the survey completely because your responses are important.

MS/fdg

1) Have you worked with FIPSE Ind-Camp staff in the coordination of off-campus programs offered at plant sites? ___Yes ___No

If yes,

a) how many FIPSE Ind-Camp programs have you been involved with in some way? 3

b) what has been the extent of your involvement? (Check as many as apply)

2 received initial request for training from business or industry

___provided direction for program development

___provided staff for program development

1 provided instructional staff

___have taught

1 have developed program used by Ind-Camp

___helped in program evaluation

___other_____

c) how many Ind-Camp programs have you provided faculty for?

2

2) How do you feel about full-time college faculty teaching off-campus in FIPSE Ind-Camp courses? If counted as part of load, or for overload pay.

support 4 don't support___ no feeling___

3) Who would you like to see teaching Ind-Camp classes?

2 more full-time college faculty

___more part-time faculty

2 equal use of full and part-time faculty

4) What do you feel are the three most important qualities for an instructor in an Ind-Camp course taught at a plant or business site? (number 1, 2, 3)

2,2,2 thorough academic background in subject area

3 practical work experience in subject being taught

1,1,1 demonstrated teaching ability

___demonstrated applied skills

3,3 ability to relate course to specific job situations

____knowledge of the process of needs assessment and program evaluation

____knowledge of individualized teaching

____experience in individualized teaching

____experience in developing individual programs

____experience teaching in industry

5) From your perspective, what is the best way to utilize full-time PCC faculty in FIPSE Ind-Camp programs?

____teach FIPSE Ind-Camp course only as an overload

2 teach either as overload or part of a regular load if it can be arranged

2 teach as part of regular load

6) Do you feel it is necessary to give your faculty members any special training in order to teach in FIPSE Ind-Camp courses?

2 Yes 2 No

If yes, who should provide the training and what type?

Institution in seminars, PCC and Industry personnel

7) What specific Ind-Camp programs have you been involved with?

Kaiser Aluminum

DuPont - maintenance training

Shell - maintenance training

8) What programs in your area could be taken off-campus through Ind-Camp?

Drafting

Technical Courses

Metric System

Technical Math

Fundamentals of Computer & Data Processing

Computer Programming Languages

Shop Math

9) Do you feel programs taken off-campus through Ind-Camp need to be different from college curriculum courses offered on campus?

_1_ fundamentally different in content and/or teaching mode

____ different only in degree

_1_ basically same content and/or teaching mode but modified to fit industry's need

_1_ same course content and/or teaching mode can be used

10) Has the existence of the FIPSE Ind-Camp project at PCC caused any change in the number or types of courses offered by your Division either on or off-campus? _1_ Yes _2_ No

_1_ can't judge

If yes,

a) has the number of courses

____ increased

____ decreased

b) what types of different courses has FIPSE Ind-Camp been responsible for?

_____ _____

_____ _____

11) What do you see as the benefits derived from FIPSE Ind-Camp programs

for the faculty _____

_____

for your division _____

_____

for students in Ind-Camp programs _____

_____

for the college _____

_____

12) What do you see as adverse consequences from the FIPSE Ind-Camp programs?

for the faculty none

for your Division none

for students in Ind-Camp programs none

for the college Bad P.R. if we do a poor job

13) Have your feelings toward the FIPSE Ind-Camp project changed since it began two years ago?

2 no, I continue to support project

1 yes, I have changed from non-support to support

___ no, I do not support project

___ yes, I have changed from support to non-support

14) What role, if any, should industry personnel play in Ind-Camp programming?

4 help in internal needs assessment

3 help in designing course content

2 instructional help

3 help in evaluation of student progress

___ minimal role

___ no role

15) What do you see as the main purpose of the FIPSE Ind-Camp program at PCC?

1 establishing and maintaining a relationship between the college and the business community

2 providing practical, job-related training for employees

1 bringing educational programs to students not currently served by the traditional curriculum

___ providing a service to business and industries

1 increasing number of students enrolled in PCC programs

___more complete utilization of resources of college faculty and staff

___other: _____

_____

16) If you could make any changes in the Ind-Camp program as it is now operating in the college, what would they be? (please specify changes)

Use of faculty State funding so Ind- Camp would be part of load.
More utilization of full-time faculty if they have desired expertise.

Program instruction _____

_____

Program materials _____

_____

Types of programs More credit, fewer CEU- unless funded by state

_____

Evaluation More extensive

_____

Project administration Better coordination, assess fees to companies to reflect the total cost using full-time salary rates as base.

Program coordination _____

_____

17) Has the FIPSE Ind-Camp project caused any changes in the college? What changes? More acceptance of non-traditional

_____

18) Has the FIPSE Ind-Camp project changed your attitudes or ideas about education in any way?

_____

_____

Parkersburg Community College

PARKERSBURG, WEST VIRGINIA 26101

February 15, 1979

Although the college is continuing with the Industrial Campus Program, the federal FIPSE grant (Funds for the Improvement of Post Secondary Education) which provided seed money for the program has come to an end. I am currently gathering information for a final summation report to the Office of Education.

I have only been project director for the last six months of the grant and I need to gain some perspective on the first two years of the project's operation. Your company was involved with the development and initial implementation of the FIPSE Ind-Camp project. Your comments on the project's successes and failures as it operated at your plant site would be most valuable in assessing those first two years.

I have enclosed a form to aid you in your evaluation of the project, but please do not restrict yourself to only answering the questions. Any comments or concerns you would like to share with the college concerning the operation of Ind-Camp would be helpful.

The project has gone through several transitions from the personnel involved to the type of students served and programs offered. We hope to maintain our flexibility and adaptability without losing sight of our purpose and goals. It is only through communication with you that we can define the goals for the Ind-Camp project.

I can not stress enough how important it is to include your comments in the overall evaluation of the project. If you have any questions regarding the questionnaire, please call me at the college, 424-8213. I would appreciate receiving your report by Wednesday, February 28.

The college and project staff would like to thank you for the support and encouragement your company has provided for this unique venture in nontraditional education. We hope to continue to work with you not only through the Industrial Campus Program but through every aspect of the community college as we cooperatively develop new and different ways to meet the educational needs of your company and employees.

Sincerely yours,

Maria Sutej, Director
Industrial Campus Program

Enclosure

26b

COMPANY Walker Parkersburg Division of Textron Inc.

PERSON COMPLETING FORM Paul Arvidson

POSITION IN COMPANY Industrial Relations Manager

1. During what time period was your company involved with FIPSE Ind-Camp Programs?

   Fall Semester of 1976 through Spring Semester of 1978

2. What was your initial understanding of the FIPSE Ind-Camp project and its objectives?

   To provide on site college level courses and experienced instructors for the primary purpose of enabling employees to better perform their work assignments.

3. What benefits for the company and participating employees did you expect?

   a. We had hoped to stimulate interest in continuing college education.

   b. To provide formal training in specific areas of study.

a) Do you feel any of these outcomes were achieved?

   a. A number of our employees, after initially taking Ind-Camp courses have continued their education on-campus.

   b. Specific training was provided with such courses as Blue Print Reading, Industrial Electricity and Technical Report Writing.

4. The original FIPSE grant proposal contained a statement of nine intended outcomes. Which of the following outcomes do you feel were and were not achieved?

	Accomplished	Not Accomplished
a) Establish a laboratory for instruction in each major industrial plant in the area willing to cooperate	X	
b) Staff this laboratory with instructors and materials and equipment equal to same at main campus		X
c) Allow plant workers to drop in for instruction at any time as allowed and as arranged by their companies	X	
d) Allow study in blocks of time as needed and as allowed by each plant	X	
e) Allow the plant worker to progress at his own rate	X	
f) Modify the materials for each individual worker so that he may skip items in which he can show competency and engage those he needs to master		X
g) Make his work a matter of record, and grant official credit for what he accomplishes, whenever such credit applies	X	
h) Coordinate work attempted in laboratory with work being done at the plant whenever possible. Thus, shop mathematics as a course can be articulated with the use of shop math in the worker's skill area, etc.	X	
i) Coordinate additional course offerings suggested by the plant and design other instruction to fit needs of plant management. Thus, if a course in writing of memorandums is needed for supervisory staff, such a course will be designed with the company's special needs as base	X	

5. The college hoped to accomplish an improvement not only in academic skills but also in professional on-the-job skills. How successful do you feel the FIPSE Ind-Camp project has been in achieving the following objectives?

	Very Successful	Moderately Successful	Unsuccessful
a) A significant improvement in the basic language skills such as reading and writing, of the plant workers involved	X		
b) A significant improvement in the basic computational skills of the plant workers involved		X	
c) A significant improvement in their potential for furthering their formal education		X	

6. What do you feel are the three most important qualities for an instructor in an Ind-Camp course taught at a plant or business site? (number 1, 2, 3)

____thorough academic background in subject area

____practical work experience in subject being taught

____demonstrated teaching ability

____demonstrated applied skills

_3_ ability to relate course to specific job situations

____knowledge of the process of needs assessment and program evaluation

____knowledge of individualized teaching

_1_ experience in individualized teaching

_2_ experience in developing individualized programs

____experience in teaching in industry

7. Do you feel programs taken off-campus through Ind-Camp need to be different from college curriculum courses taught on campus?

Yes, should relate to specific job needs when possible. Should also be more tailored to student's capabilities.

8. Do you feel the students who participated in Ind-Camp were more effectively served than they would have been by a curriculum course offered on campus?

_X_ yes ____ no ____ can't judge

If yes, why was service more effective? (check as many as apply)

____ course content customized to company's and/or students' needs

____ course materials especially designed for Ind-Camp students

____ teaching style modified for the industrial or business student

____ teaching mode geared to special needs of Ind-Camp students

_X_ time frame more conducive for student's learning and/or studying needs

____ off-campus site more convenient

_X_ students were not likely to travel out to PCC

_X_ students were not overcome by the idea of "college" or "formal education"

____ students showed significant improvement after course was completed

____ other _____

9. Have there been any benefits derived from the FIPSE Ind-Camp programs for your company? _____

Recruitment Appeal

for your employees? Improved Morale

10. Have there been any adverse consequences from the FIPSE Ind-Camp programs for your company or employees?

None Known

11. What role do you feel industry personnel should play in Ind-Camp programming?

_X_ help in internal needs assessment

_X_ help in designing course content

____ instructional help

____ help in evaluation of student progress

____ minimal role

____ no role

____ other _____

_____

12. What do you see as the main purpose of the FIPSE Ind-Camp project for your company?

____ providing practical, job-related training for employees

____ bringing educational programs to students not currently served by the traditional college curriculum

____ increasing the number of employees enrolled in educational programs

_X_ exposing employees to higher education or continuing education opportunities

____ supplement in-house training

____ other _____

_____

13. Has your company encountered any problems with the FIPSE Ind-Camp programs?

____yes _X_no

a) If yes, what types of problems? (please give examples)

availability of instructors _____

_____

quality of instructors _____

_____

scheduling of classes _____

_____

poor communication between company and Ind-Camp staff _____

_____

poor communication between company and instructor _____

_____

course appropriateness to company's needs _____

_____

course applicability to employee needs _____

_____

quality of course materials _____

_____

cost of programs _____

_____

other Problem of maintaining interest. Apparently a number of employees were interested in a specific area (e.g. - Speed Reading) but were reluctant to continue in other areas.

_____

14. In what program areas would your company be interested in having Ind-Camp courses?

_____ _____

_____ _____

_____ _____

15. To your knowledge has the existence of the FIPSE Ind-Camp project at your company caused any change in the number of employees who enrolled in some educational activity?

X yes, the number increased
____no, number remained the same
____can't judge

16. If you could make any changes in the Ind-Camp project as it is now at the college, what areas would you change? (please explain)

____faculty _____

____program instruction _____

____program materials _____

____types of programs _____

____evaluation _____

____project administration _____

____program coordination _____

____other _____

_____

17. Has the Ind-Camp project caused any changes in your company? What changes?

Increased awareness of the importance of education.

18. Has the Ind-Camp project changed any attitudes or ideas about education in your company?

For the employees who have gone on to further their education on-campus after initially taking Ind-Camp courses it has been the tool which sparked a positive attitude

19. Do you expect your company to continue to participate with Ind-Camp programs in the future?

Yes, when further interest exists.

COMPANY American Cyanamid

PERSON COMPLETING FORM Carlton A. Buttrey

POSITION IN COMPANY Training Supervisor

1. During what time period was your company involved with FIPSE Ind-Camp Programs?

   1976- 1977

2. What was your initial understanding of the FIPSE Ind-Camp project and its objectives?

   To improve the educational background of plant employees that cannot or would not attend college.
   To concentrate on a specific area of need for a group of employees.
   To assist industry in establishing special programs to meet the need.

3. What benefits for the company and participating employees did you expect?

   To up grade the level of education for employees.

   a) Do you feel any of these outcomes were achieved?

      Yes

4. The original FIPSE grant proposal contained a statement of nine intended outcomes. Which of the following outcomes do you feel were and were not achieved?

	Accomplished	Not Accomplished
a) Establish a laboratory for instruction in each major industrial plant in the area willing to cooperate	x	
b) Staff this laboratory with instructors and materials and equipment equal to same at main campus	x	
c) Allow plant workers to drop in for instruction at any time as allowed and as arranged by their companies	x	
d) Allow study in blocks of time as needed and as allowed by each plant	x	
e) Allow the plant worker to progress at his own rate	x	
f) Modify the materials for each individual worker so that he may skip items in which he can show competency and engage those he needs to master		x
g) Make his work a matter of record, and grant official credit for what he accomplishes, whenever such credit applies		x
h) Coordinate work attempted in laboratory with work being done at the plant whenever possible. Thus, shop mathematics as a course can be articulated with the use of shop math in the worker's skill area, etc.		x
i) Coordinate additional course offerings suggested by the plant and design other instruction to fit needs of plant management. Thus, if a course in writing of memorandums is needed for supervisory staff, such a course will be designed with the company's special needs as base		x

5. The college hoped to accomplish an improvement not only in academic skills but also in professional on-the-job skills. How successful do you feel the FIPSE Ind-Camp project has been in achieving the following objectives?

	Very Successful	Moderately Successful	Unsuccessful
a) A significant improvement in the basic language skills such as reading and writing, of the plant workers involved		x	
b) A significant improvement in the basic computational skills of the plant workers involved			
c) A significant improvement in their potential for furthering their formal education			

6. What do you feel are the three most important qualities for an instructor in an Ind-Camp course taught at a plant or business site? (number 1, 2, 3)

3 thorough academic background in subject area

2 practical work experience in subject being taught

3 demonstrated teaching ability

2 demonstrated applied skills

3 ability to relate course to specific job situations

2 knowledge of the process of needs assessment and program evaluation

2 knowledge of individualized teaching

2 experience in individualized teaching

2 experience in developing individualized programs

3 experience in teaching in industry

7. Do you feel programs taken off-campus through Ind-Camp need to be different from college curriculum courses taught on campus?
yes

8. Do you feel the students who participated in Ind-Camp were more effectively served than they would have been by a curriculum course offered on campus?

x yes ____no ____can't judge

If yes, why was service more effective? (check as many as apply)

x course content customized to company's and/or students' needs

x course materials especially designed for Ind-Camp students

x teaching style modified for the industrial or business student

x teaching mode geared to special needs of Ind-Camp students

x time frame more conducive for student's learning and/or studying needs

____off-campus site more convenient

x students were not likely to travel out to PCC

____students were not overcome by the idea of "college" or "formal education"

____students showed significant improvement after course was completed

____other _____

9. Have there been any benefits derived from the FIPSE Ind-Camp programs for your company? Gains in reading and writing

for your employees? _____

10. Have there been any adverse consequences from the FIPSE Ind-Camp programs for your company or employees?

_____

11. What role do you feel industry personnel should play in Ind-Camp programming?

x help in internal needs assessment

___help in designing course content

___instructional help

___help in evaluation of student progress

x minimal role

___no role

___other _____

_____

12. What do you see as the main purpose of the FIPSE Ind-Camp project for your company?

___providing practical, job-related training for employees

x bringing educational programs to students not currently served by the traditional college curriculum

___increasing the number of employees enrolled in educational programs

x exposing employees to higher education or continuing education opportunities

___supplement in-house training

___other _____

_____

13. Has your company encountered any problems with the FIPSE Ind-Camp programs?

____yes ___x___no

a) If yes, what types of problems? (please give examples)

availability of instructors _____

_____

quality of instructors _____

_____

scheduling of classes _____

_____

poor communication between company and Ind-Camp staff _____

_____

poor communication between company and instructor _____

_____

course appropriateness to company's needs _____

_____

course applicability to employee needs _____

_____

quality of course materials _____

_____

cost of programs _____

_____

other _____

_____

14. In what program areas would your company be interested in having Ind-Camp courses?

Writing

_____ _____

_____ _____

_____ _____

15. To your knowledge has the existence of the FIPSE Ind-Camp project at your company caused any change in the number of employees who enrolled in some educational activity?

X yes, the number increased
____no, number remained the same
____can't judge

16. If you could make any changes in the Ind-Camp project as it is now at the college, what areas would you change? (please explain)

____faculty _____

____program instruction _____

____program materials _____

____types of programs _____

____evaluation _____

____project administration _____

____program coordination _____

X other Too much turn over in staff personnel. We have been pleased with the staff but the problem is turn-over.

17. Has the Ind-Camp project caused any changes in your company? What changes?

difficult to evaluate

18. Has the Ind-Camp project changed any attitudes or ideas about education in your company?

Increased interest from employees

19. Do you expect your company to continue to participate with Ind-Camp programs in the future?

yes

COMPANY Shell Chemical Company

PERSON COMPLETING FORM _____

POSITION IN COMPANY Maintenance Training Coordinator

1. During what time period was your company involved with FIPSE Ind-Camp Programs?

   January - June, 1978, Sept. - Dec. 1978, January - July 1979

2. What was your initial understanding of the FIPSE Ind-Camp project and its objectives?

   It was a program to assist in developing industrial training for individual plant needs at the job site.

3. What benefits for the company and participating employees did you expect?

   Assistance in developing suitable skill levels of the various craft lines by providing instructors with practical experience.

   a) Do you feel any of these outcomes were achieved?

      Yes. Instructors have been provided though not necessarily with the amount of practical background desired, it is felt that a sincere effort in developing an instructor pool of th[illegible] caliber may be limited by the low level of demand.

4. The original FIPSE grant proposal contained a statement of nine intended outcomes. Which of the following outcomes do you feel were and were not achieved?

	Accomplished	Not Accomplished
a) Establish a laboratory for instruction in each major industrial plant in the area willing to cooperate	x	
b) Staff this laboratory with instructors and materials and equipment equal to same at main campus		x
c) Allow plant workers to drop in for instruction at any time as allowed and as arranged by their companies		x
d) Allow study in blocks of time as needed and as allowed by each plant	x	
e) Allow the plant worker to progress at his own rate		supervised self-study
f) Modify the materials for each individual worker so that he may skip items in which he can show competency and engage those he needs to master		none at this time or in the areas covered thus far
g) Make his work a matter of record, and grant official credit for what he accomplishes, whenever such credit applies		Records are maintained
h) Coordinate work attempted in laboratory with work being done at the plant whenever possible. Thus, shop mathematics as a course can be articulated with the use of shop math in the worker's skill area, etc.		Virtually impossible in our needs
i) Coordinate additional course offerings suggested by the plant and design other instruction to fit needs of plant management. Thus, if a course in writing of memorandums is needed for supervisory staff, such a course will be designed with the company's special needs as base	Have none in consideration at this time	

5. The college hoped to accomplish an improvement not only in academic skills but also in professional on-the-job skills. How successful do you feel the FIPSE Ind-Camp project has been in achieving the following objectives?

Our program is in "on the job" skills improvement	Very Successful	Moderately Successful	Unsuccessful
a) A significant improvement in the basic language skills such as reading and writing, of the plant workers involved	NA		
b) A significant improvement in the basic computational skills of the plant workers involved	NA		
c) A significant improvement in their potential for furthering their formal education	NA		

6. What do you feel are the three most important qualities for an instructor in an Ind-Camp course taught at a plant or business site? (number 1, 2, 3)

____thorough academic background in subject area

_x_practical work experience in subject being taught

____demonstrated teaching ability

____demonstrated applied skills

_x_ability to relate course to specific job situations

____knowledge of the process of needs assessment and program evaluation

____knowledge of individualized teaching

____experience in individualized teaching

____experience in developing individualized programs

_x_experience in teaching in industry

7. Do you feel programs taken off-campus through Ind-Camp need to be different from college curriculum courses taught on campus?

In our needs concerning skills improvement we are not concerned with preparation for advanced academic achievement. We are most interested in building practical craftsmanship.

8. Do you feel the students who participated in Ind-Camp were more effectively served than they would have been by a curriculum course offered on campus?

x yes ____ no ____ can't judge

If yes, why was service more effective? (check as many as apply)

x course content customized to company's and/or students' needs

x course materials especially designed for Ind-Camp students

x teaching style modified for the industrial or business student

____ teaching mode geared to special needs of Ind-Camp students

x time frame more conducive for student's learning and/or studying needs

x off-campus site more convenient

____ students were not likely to travel out to PCC

____ students were not overcome by the idea of "college" or "formal education"

____ students showed significant improvement after course was completed

____ other _____

9. Have there been any benefits derived from the FIPSE Ind-Camp programs for your company? This is difficult to ascertain in that we approached the college with specifics that were second-generation between PCC and Shell when Ind-Camp came into being.

for your employees? see above

10. Have there been any adverse consequences from the FIPSE Ind-Camp programs for your company or employees?

none

11. What role do you feel industry personnel should play in Ind-Camp programming?

_x_ help in internal needs assessment

_x_ help in designing course content

___ instructional help where necessary for needs

_x_ help in evaluation of student progress

___ minimal role

___ no role

___ other _____

_____

12. What do you see as the main purpose of the FIPSE Ind-Camp project for your company?

_x_ providing practical, job-related training for employees

_x_ bringing educational programs to students not currently served by the traditional college curriculum

___ increasing the number of employees enrolled in educational programs

___ exposing employees to higher education or continuing education opportunities

_x_ supplement in-house training

___ other _____

_____

13. Has your company encountered any problems with the FIPSE Ind-Camp programs?

x yes ____ no

a) If yes, what types of problems? (please give examples)

availability of instructors Obtain instructors with the practical background we desire

quality of instructors Instructors have been well received with minor exceptions

scheduling of classes ____ has met our scheduling requirements

poor communication between company and Ind-Camp staff ____ communications have been open and timely

poor communication between company and instructor ____ no problems

course appropriateness to company's needs ____ our selection

course applicability to employee needs ____ too early for complete evaluation- current projection is good

quality of course materials excellent

cost of programs Always interested in cost reduction compatible with retained quality level. This is a 30-month program mid-point; the real proof is the end result.

other ____

14. In what program areas would your company be interested in having Ind-Camp courses?

____ ____

____ ____

____ ____

15. To your knowledge has the existence of the FIPSE Ind-Camp project at your company caused any change in the number of employees who enrolled in some educational activity?

___yes, the number increased
_x_no, number remained the same
____can't judge

16. If you could make any changes in the Ind-Camp project as it is now at the college, what areas would you change? (please explain)

____faculty _____

____program instruction _____

____program materials _____

____types of programs _____

____evaluation _____

____project administration _____

____program coordination _____

____other _____

_____

17. Has the Ind-Camp project caused any changes in your company? What changes?

By using outside instructors we have injected a broader total experience base into the training program without tying up in-plant expertise that is required in the on-going process.

18. Has the Ind-Camp project changed any attitudes or ideas about education in your company?

Provided an awareness of PCC capability in areas of commonality.

19. Do you expect your company to continue to participate with Ind-Camp programs in the future?

yes

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: American Cyanamid NAME of COURSE or SEMINAR: Report Writing

DATE(s): 4/14- SITE of INSTRUCTION: American Cyanamid INSTRUCTOR(s): Suite, Schulte

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
8090	Report Writing	4/14	5/4	Suite/ Schulte	12	1		$557.72	$304		12

Table 1

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Borg-Warner NAME of COURSE or SEMINAR: Speedreading

DATE(s): 3/2-5/25 SITE of INSTRUCTION: Borg-Warner INSTRUCTOR(s): A. Suite

Call No.	Class	Start	End	Instructor	Enrollment	CEU	College Credit	Total Revenue	Instructor Cost	No. of Drops	# Students Comple. Course
	Speeding your Reading III	3/2	3/30	Suite	7			$189.60	$116.64		7
	Speeding your Reading IV	4/27	5/25	Suite	8			$207.30	$116.64		8

Table 2

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: C & P Telephone

NAME of COURSE or SEMINAR: Metrics I and II

DATE(s): 1/3-

SITE of INSTRUCTION: C&P (Corres.)

INSTRUCTOR(s): Sharon Graham

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
8040	Metrics I	1/3	5/30	Graham	19	1		$190.00	$364.50	0	19
8041	Metrics II	1/3	5/30	Graham	1	1		10.00		0	1

Table 3

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Sheet Metal Union NAME of COURSE or SEMINAR: Welding

DATE(s): 11/16-6/20 SITE of INSTRUCTION: Murray Sheet Metal INSTRUCTOR(s): R. Keffer

Call No.	Class	Start	End	Instructor	Enrollment	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
5344	Welding 121 BA	11/16	6/19	Keffer	7		4	$704	$1760	--	7
5345	Welding 121 BB	11/17	6/20	Keffer	9		4			--	9

Table 4

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Shell Chemical NAME of COURSE or SEMINAR: Maintenance Training

DATE(s): 1/17 / 6/15 SITE of INSTRUCTION: ~~Shell Chemical~~ INSTRUCTOR(s) McIntosh, Linger, Mader

Call No.	Class	Start	End	Instructor	Enrollment	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
	Maint. Training	1/17	6/15	McIntosh	8			$1909.40	$187.50		8
	" "			Linger	8				319.50		8
				Mader	8				362.17		8
				Ferguson	14				1770.00		14

Table 5

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: City of Parkersburg NAME of COURSE or SEMINAR: Supervisory Skills

DATE(s): 2/28 SITE of INSTRUCTION: City of Parkersburg Instructor: Roger Allen

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr Cost	# of Drops	# Completed
	Supervisory Skills Seminar	2/28	2/28	Allen	17			$225	$215		17

Table 6

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Forma Scientific NAME of COURSE or SEMINAR: Supervisory Skills

DATE(s): 2/22 4/17 SITE of INSTRUCTION: Forma Scientific INSTRUCTOR(s): Suite, Roberts

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
8069	Supervisory Skills	2/22	4/17	Suite/ Roberts	17	.75		$247.05	$187.29		17

Table 7

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Walker/Parkersburg NAME of COURSE or SEMINAR: Basic Accounting

Dates: 3/1-5/31 Site of Instruction: Walker/Parkersburg Instructor: T. Weyer

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
5934	Accounting III	3/1	5/31	Weyer	7		3	$211	$444.50		7

Table 8

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Walker/Parkersburg NAME of COURSE or SEMINAR: Metrics

Call No.	Class	Start	End	Instr.	Enroll	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
5933	Beginning Metrics Math 91	2/17	5/26	Graham	3		1	$32	$729		3

Table 9 2

Table 10

Course: Speeding Your Reading III
Location: Borg Warner
Instructor: Amy Suite

Scores

Students Name	Pre-Test			Post-Test			Avg. Gain	
	MINNESOTA A	READERS DIGEST	NOVEL	MINNESOTA B	READERS DIGEST	NOVEL	READERS DIGEST	NOVEL
ESTILL, J.	13	198 * / 100% **	257 *	11	411 * / 100% **	870	213	613
GAGGAR, S.	12	187 / 100%	280	15	540 / 100%	600	453	320
HERDERSHOT, J.	6	207 / 100%	243	7	388 / 90%	388	181	145
MILLS, C.	10	256 / 100%	313	13	460 / 100%	453	204	140
SIGLER, D.	10	232 / 80%	236					
SCHENKEL, J. ***								
WALKOWICZ, M.	10	270 / 100%	330	14	600 / 90%	800	330	470

TOTAL AVG GAIN (approx) 276 357

* INDICATES WORDS PER MINUTE

** INDICATES PER CENT OF COMPREHENSION

*** NO DATA AVAILABLE, LEFT AFTER 1st SESSION

Table 11

Course: Speeding Your Reading IV
Location: Borg Warner
Instructors: Glenn Jones, Amy Suite

Scores

Students Name	Pre-Test			Post-Test			Avg. Gain	
	MINNESOTA A	READERS DIGEST	NOVEL	MINNESOTA B	READERS DIGEST	NOVEL	READERS DIGEST	NOVEL
CONLEY, L.	4	244* / 70%**	257*		652* / 90%**	1200*	408	943
HOFFMAN, M.	9	/ 100%						
JACKSON, P	13	387 / 90%	390	22	1030 / 100%	1466	643	1076
KAISER, J.	17	288 / 90%	270	20	733 / 90%	933	445	663
MATHEWS, J.	15	/ 100%						
PANRELL, J.	13	312 / 90%	386	12	1280 / 70%	1133	968	777
ROBERTS, R.	18	/ 90%						
TRAYLOR, V.	5	333 / 90%	430	14	2225 / 100%	2226	1892	1796

TOTAL AVG. GAIN (WPM) 871 1051

* INDICATES WORDS PER MINUTE

** INDICATES PER CENT OF COMPREHENSION

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: C&P Telephone NAME of COURSE or SEMINAR: Basic Typing

DATE(s): 5/25-7/6 SITE of INSTRUCTION: C&P Telephone INSTRUCTOR(s): T. Crinieri

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
0816	Typing	5/25	7/6	Crinieri	11	1.5		$350	$285		11

Table 12

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Camden Clark Hospital NAME of COURSE or SEMINAR: Communication Skills

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
4062	Communication Skills	[illegible]/15	11/17	Allen	19	1		$388.50	$196.40		19

Table 13

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Shell Chemical NAME of COURSE or SEMINAR: Maintenance Training

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
	Maintenance Training	9/12	12/27	Frederick	8			$2189.60	$1859.00		8

Table 14

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Kaiser Aluminum NAME of COURSE or SEMINAR: Communication Skills

Call No.	Class	Start	End	Instr.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
5972	Communication Skills	10/17	1/16	Allen	19		1	$2023	$500		19
5973	Communication Skills	10/17	1/16	Allen	19		1				19

Table 15

RECORD OF COURSE & STUDENT ACTIVITY (FIPSE)

PLANT or ORGANIZATION: Corning Glass NAME of COURSE or SEMINAR: Fire Safety

Call No.	Class	Start	End	Inst.	Enroll.	CEU	Coll. Cred.	Total Revenue	Instr. Cost	# of Drops	# Completed
8017	Fire Safety	11/18	2/21	Patton	23	1.5		$512	$500		23

Table 16